

BULLETIN

State Teachers College

Fredericksburg, Virginia



FIFTEENTH ANNUAL CATALOGUE

Catalogue 1925-26

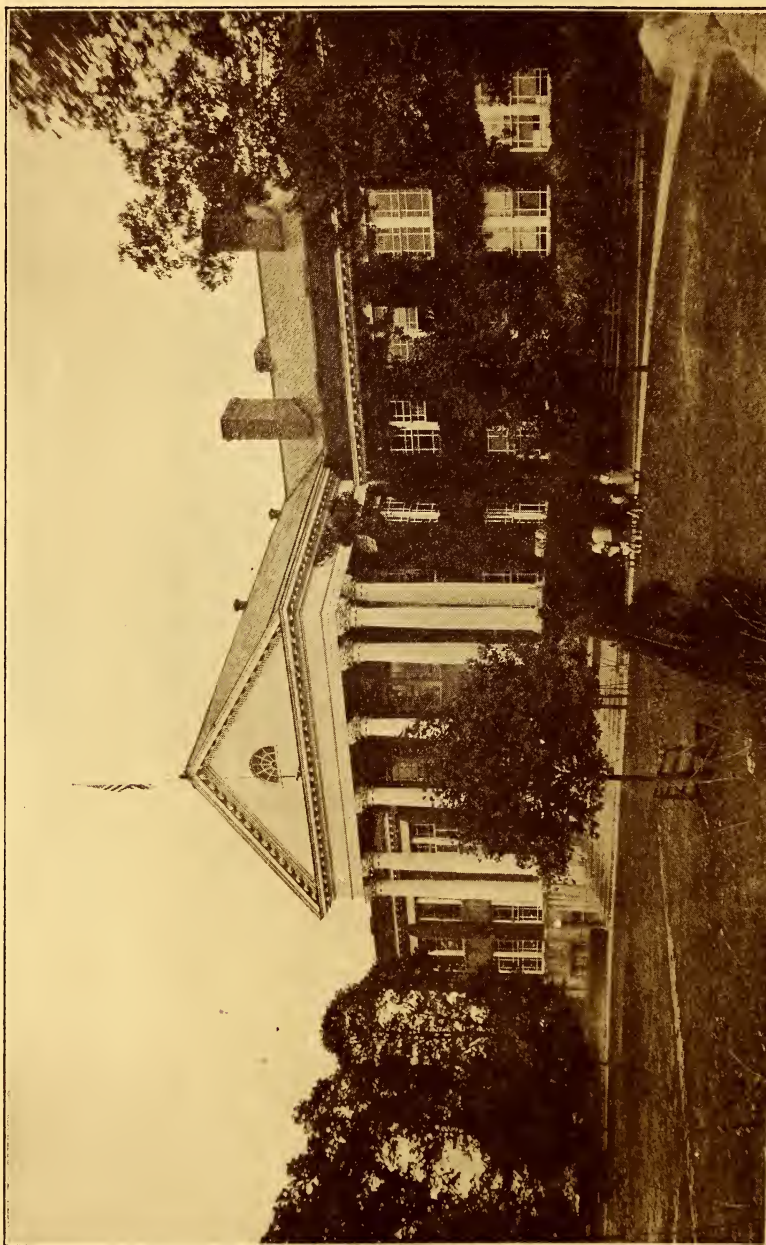
Announcements 1926-27

Published Quarterly in January, April, June and October

Entered as second-class matter April 12, 1915, at the Post Office at Fredericksburg,
Va., under the Act of August 24, 1912. Acceptance for mailing at
special rate of postage provided for in Section 1103, Act
of October 3, 1917, authorized July 18, 1918.



Digitized by the Internet Archive
in 2013 with funding from
LYRASIS Members and Sloan Foundation



FIFTEENTH ANNUAL CATALOGUE

State Teachers College

Fredericksburg, Virginia



CATALOGUE FOR 1925-1926
ANNOUNCEMENTS FOR 1926-1927

Session Opens September 20, 1926
Session Closes June 6, 1927

PORTSMOUTH, VA.:
PRINTCRAFT PRESS, INC.
1926



CONTENTS

	PAGE
Alumnae.....	52
Application Blank.....	127
Artists' Course.....	54
Athletics.....	29
Athletic Trophies.....	31
Basketball, Tennis, Hockey, Golf.....	30
B. S. Degree Courses.....	22-24
Board of Virginia Teachers Colleges.....	8
Business and Home Departments.....	20
Buildings.....	24
Capital Outlays.....	54
Calendar—Years 1926-1927.....	6
City of Fredericksburg.....	23
Class of 1925-1926.....	113
College Calendars.....	7-31
College Equipment.....	26
Commencement.....	51
Commercial Education.....	108
Certificates.....	57
Credits at Other Colleges.....	47
Day Students.....	49
Departments of Instruction.....	69
Diplomas and Degrees.....	50
Discipline.....	36
Duplicate Records.....	50
Education.....	69
English.....	78
Entrance Credits and Classification.....	42
Expenses.....	38
Extension Bureau.....	52
Faculty.....	9-28
Faculty Committees and Advisors.....	21
Fine and Industrial Arts.....	95
French.....	92
General Notes.....	55
Gymnasium.....	29
Health Education.....	108
Health of Students.....	35
Home Economics.....	93
Home Life.....	34
How to Register.....	38
Latin.....	91
Location.....	8
Library.....	28

CONTENTS—CONTINUED

	PAGE
Mail Service.....	28
Mathematics.....	83
Moving Pictures.....	54
Music Department.....	47
Music.....	98
Notes on Courses.....	46
Officers Student Activities.....	19
Open-Air Theatre.....	54
Physical Education.....	102
Positions for Students.....	52
Professional Courses.....	61
Qualitative Standards.....	55
Quarter Basis.....	51
Records and Reports.....	50
Reduced Railroad Fare.....	37
Register of Professional Students.....	115
Religious Life.....	34
Returning After Holiday.....	37
Rooming by Classes.....	40
Rural High School Contests.....	31
Rural School Observation.....	49
Scholarships and Loans.....	40
Science.....	85
Selection of Work.....	47
Six Day Basis.....	51
Social Sciences.....	87
Special Bulletin on Degrees.....	42
Special English.....	47
Student-Alumnae Building.....	54
Student Dresses.....	37
Student Government.....	36
Students' Pledge.....	38
Summary of Students.....	124
Summer Quarter.....	51
Supervising Teachers.....	17
Swimming Pool.....	55
Tea Room.....	54
Text Books.....	48
The Point System.....	48
Training Schools.....	49
Transfer of Students.....	37
Visitors.....	53
Week-End Visits.....	36
Word to Superintendents and Trustees.....	53
Y. W. C. A.....	32

THERE never has been in the world's history a period when it was more worth while to be a teacher than in the twentieth century, for there was never an age when such vast multitudes were eager for an education, or when the necessity of a liberal education was so generally recognized. . . . It would seem as though the whole world were trying to lift itself to a higher plane of thought. . . . It is a great thing to be a teacher in these present years of grace.

—*William Lyon Phelps.*

CALENDAR

1926

JANUARY

SMTWTFSS

-- -- -- 1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

31

FEBRUARY

-- 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28

-- -- -- -- --

MARCH

-- 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28 29 30 31

-- -- -- -- --

APRIL

-- -- -- 1 2 3

4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28 29 30

--

MAY

-- -- -- 1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

23 24 25 26 27 28 29

30 31

JUNE

-- -- 1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30

-- -- --

AUGUST

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

22 23 24 25 26 27 28

29 30 31

-- -- -- --

SEPTEMBER

-- -- -- 1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30

-- -- -- --

OCTOBER

-- -- -- 1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

31

NOVEMBER

-- 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28 29 30

-- -- -- --

DECEMBER

-- -- 1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30 31

--

JANUARY

SMTWTFSS

-- -- -- -- 1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

23 24 25 26 27 28 29

30 31

FEBRUARY

-- -- 1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28

-- -- -- -- --

MARCH

-- -- 1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30 31

-- -- -- -- --

APRIL

-- -- -- 1 2

3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

--

MAY

-- -- 1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30 31

--

JUNE

-- -- 1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30

-- -- --

JULY

SMTWTFSS

-- 1 2 3 4 5 6 7 8 9

10 11 12 13 14 15 16

17 18 19 20 21 22 23

24 25 26 27 28 29 30

31

AUGUST

-- 1 2 3 4 5 6

7 8 9 10 11 12 13

14 15 16 17 18 19 20

21 22 23 24 25 26 27

28 29 30 31

-- -- -- --

SEPTEMBER

-- -- 1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28 29 30

--

OCTOBER

-- -- -- 1

2 3 4 5 6 7 8

9 10 11 12 13 14 15

16 17 18 19 20 21 22

23 24 25 26 27 28 29

30 31

-- -- --

NOVEMBER

-- -- 1 2 3 4 5

6 7 8 9 10 11 12

13 14 15 16 17 18 19

20 21 22 23 24 25 26

27 28 29 30

-- -- -- --

DECEMBER

-- -- 1 2 3 4

5 6 7 8 9 10 11

12 13 14 15 16 17 18

19 20 21 22 23 24 25

26 27 28 29 30 31

--

COLLEGE CALENDAR

1926-1927

Session opens.....	Monday, September 20
Registration Day—New Students.....	Monday, September 20
Registration Day—Old Students	Tuesday, September 21
Class Work Begins	Wednesday, September 22
First Quarter Ends.....	Noon, Wednesday, December 22
Second Quarter Begins.....	Tuesday, January 4
Second Quarter Ends.....	Friday (noon), March 25
Third Quarter Begins.....	Tuesday A. M., March 29
Third Quarter Ends.....	Monday, June 6
Christmas Holiday.....	December 22 (noon)—January 4
Spring Holiday.....	March 25 (noon)—March 29 A. M.
Session Closes.....	Monday, June 6

Students of whatever religious faith are expected to conform to the holiday schedule as outlined above.

NOTES

The dormitories will be open for boarders and lunch will be served on Monday, September 20th.

Students returning late after holidays or leaving before holiday begins will lose in class standing. Only sickness or some great emergency is considered a valid excuse for absence from class work. Such excuses will be passed upon by the Registrar or Dean of Women. Such excuses will not be given except under very unusual circumstances. See elsewhere in catalog.

Students may enter at the beginning of any quarter.

Reports will be mailed parents at the close of each quarter. Special reports will be sent at other times if occasion requires it.

The Schedule of Classes for 1926-27 is posted at beginning of each quarter and will be adhered to strictly. Students are requested to note this schedule, and plan their work accordingly.

No reduction is made in board for temporary absence from the College. Absence due to sickness and extending over a week, will be credited on board bill.

All students assigned to teaching the first quarter are required to report Monday, morning, September 20, or earlier if requested.

BOARD OF VIRGINIA TEACHERS COLLEGES

W. C. LOCKER, *President*, 805 E. Marshall St., Richmond, Va.
ROBERT A. McINTYRE, Warrenton, Va.
GEO. N. CONRAD, Harrisonburg, Va.
J. S. BOURNE, Independence, Va.
NORMAN R. HAMILTON, Portsmouth, Va.
GEORGE W. LAYMAN, Newcastle, Va.
DR. H. M. DEJARNETTE, Fredericksburg, Va.
BEN W. MEARS, Eastville, Va.
MISS BELLE WEBB, Petersburg, Va., General Delivery.
MISS FRANCES SHUMATE, Glen Lynn, Va.
ROBERT L. BEALE, Bowling Green, Va.
GOV. HARRY FLOOD BYRD, *Ex-officio*.
HARRIS HART, *Superintendent Public Instruction*, Richmond,
Virginia, *Ex-officio*.
ROBERT K. BROCK, *Secretary-Auditor*, Farmville, Va.

EXECUTIVE COMMITTEE

MESSRS. CONRAD, WEBB, BEALE, LAYMAN

FINANCE COMMITTEE

MESSRS. LAYMAN, MEARS, HAMILTON

INSURANCE COMMITTEE

MESSRS. SCHUMATE, CONRAD, BOURNE

COURSE OF STUDY COMMITTEE

MESSRS. LOCKER, HART, MISS WEBB, MISS SHUMATE

FACULTY

STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.

1925-1926

The order of names has no special significance.

A. B. CHANDLER, JR., B.A., M.A.

PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B.A. and M.A. University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of New Leader; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor Virginia Journal of Education, 1918-1919; Vice-President State Teachers' Association, Third and First Districts; President Fredericksburg State Normal, May, 1919-24; President Fredericksburg State Teachers College, 1924—.

BUNYAN Y. TYNER, B.A., M.A.

DEAN, AND EDUCATION

Preparatory Education in Buies Creek Academy and Business College, North Carolina; B.A., Wake Forest College; M.A., Columbia University, with Special Diploma in Education; Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buies Creek Academy Summer School; Principal The Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session, 1919; Professor in Education, Wake Forest College, Summer Session, 1921; Fredericksburg State Normal School, 1912-24; Fredericksburg State Teachers College, 1924—.

ETHEL I. SUMMY, A.B., M.A.

TRAINING SCHOOL SUPERVISOR AND EDUCATION

Graduate City Normal School, Washington, D. C., A.B., and M.A., George Washington University; Graduate Student Teachers' College, Columbia University, 1918-19; Assistant in Nature Study and Gardening, Wilson Normal School, Washington, D. C.; Primary Demonstration Teacher, University of Tennessee Summer School, 1917; Instructor in Education, University of Virginia Summer School, 1918-19-20; Institute Work in Maryland and Virginia; Elementary Supervisor Fredericksburg Normal School, 1920-24; Fredericksburg State Teachers College, 1924—.

FLORENCE V. CORSON, A.B., A.M.

ELEMENTARY SUPERVISION AND EDUCATION

Graduate of Williamsport, Pa., High School; A. B., New York State College for Teachers, Albany, N. Y.; A. M., Teachers College, Columbia University; Instructor in Latin, High School, Condevsport, Pa.; Director of Normal Department, Broadus College, Philippi, W. Va.; County Normal Director of Sciots County, Ohio; Instructor in Education (Summer session), Bethany College, Bethany, W. Va.; Director of Normal Department, Alderson Baptist Junior College, Alderson, W. Va.; Supervisor of Elementary Practice and Instructor in Education, Fredericksburg State Teachers College, 1925—.

LOUISE GREEN, Ph.B., M.A.

PROFESSOR OF EDUCATION

Graduate, Wilson Normal School, Washington, D. C., 1915; Ph.B., University of Chicago, 1918; Graduate Student summer session, Teachers College, Columbia University, 1921; M. A., University of Wisconsin, 1922; Teacher in Normal School, Philippine Islands, 1918-1920; Professor of Education, Broadus College, West Virginia, 1920; Professor of Education Eastern Kentucky State Teachers College, 1922; Professor of Education, Iowa State Teachers College, 1923-25; Professor of Education, State Teachers College, Fredericksburg, 1925—.

CAROLYN McMULLAN, M.A.

ELEMENTARY EDUCATION

Master of Arts, Teachers College, Columbia University; served as Professor Elementary Education, Fredericksburg State Teachers College during the first quarter, 1925.

*M. JOSEPHINE JERRELL

ELEMENTARY EDUCATION

Graduate State Normal School, Fredericksburg, Virginia, 1915; Teacher in Public Schools of Virginia, 1915-16; University of Pennsylvania, Summer School; Summer School, Fredericksburg, 1919; Teachers' College Summer School, 1921; Supervisor Hopewell Primary and Grammar School, 1917-22; Supervisor Seventh Grade and Principal Elementary School, 1922-24; Supervisor Elementary School, Falmouth, 1924; Professor Elementary Education, Fredericksburg State Teachers College, two quarters, 1925—.

*Miss Jerrell, a former member of the Faculty of this College, served as Professor of Elementary Education the last two quarters of the session 1925, taking the place of Miss McMullan.

LULU C. DANIEL, Ph.B., M.A.

ENGLISH

Graduate, State Normal School, Ada, Okla., 1915; Ph. B., University of Chicago, 1919; M. A., University of Chicago, 1922; Head of English Department and Principal of High School, Marietta, Okla., 1915-18; Instructor in English, State Teachers College, Peru, Nebraska, 1919-1921; Instructor in English, Iowa State College, Ames, 1922-23; Instructor in English, State Normal School, Mt. Pleasant, Mich., 1923-24; Head of English Department, State Teachers College, Fredericksburg, Va., 1924—.

MARGARET D. MOORE, B.S., M.A.

ENGLISH

Graduate, High School, Hornell, N. Y., and State Normal School, Geneseo, N. Y.; B. S., Teachers College, Columbia University; M. A., George Washington University; Special Student, Cornell University and University of Rochester; Graduate Student, American University; Critic Teacher, State Normal School, Indiana, Pennsylvania, 1906-1913; Supervisor of English, State Normal School, New Paltz, N. Y., 1913-1916; Critic Teacher, City Training School, Rochester, N. Y., 1917-18; Instructor in Primary Methods, Grove City College, Pennsylvania, summers 1915-1918; Assistant Educationist in charge of citizenship training of candidates for naturalization, Bureau of Naturalization, Department of Labor, Washington, D. C., 1918-1925; Lecturer in Religious Education for Board of Sunday Schools, Methodist Episcopal Church, 1920-1925; Professor of English, State Teachers College, Fredericksburg, Virginia, 1925—.

JEAN ROSBOROUGH, Ph.B., B.E.

ENGLISH AND FRENCH

Educated, Eureka College, Eureka, Illinois; Ph. B., University of Chicago; Chicago School of Expression and Dramatic Art; Bachelor of Expression, Dearborn School of Lyceum Arts, Chicago; Speech Arts, Mrs. Ella Wilson Smith, Chicago; Special Instructor Starrett School for Girls, Chicago; Professor of English and French, State Teachers College, Fredericksburg, 1925—.

MARY E. McKENZIE, A.B.

ENGLISH

Graduate Eastern High School, Washington, D. C.; A. B., Oberlin College, Oberlin, Ohio; George Washington University, Summer Session, 1923; Columbia University, Summer Session, 1925; Head of English Department, Fredericksburg High School, 1924-25; English Department Fredericksburg State Teachers College, 1925—.

WALTER JORSENSEN YOUNG, A.B., A.M., Ph.D.

SOCIAL SCIENCES

A.B., Richmond College, 1907; A.M., 1910; Ph.D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy, Hampden-Sidney College, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Virginia, 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919-24; Fredericksburg State Teachers College, 1924—.

ROY SELDEN COOK, B.S., M.S., Ph.D.

SCIENCE

Preparatory Education at Miller School, Miller School, Va.; B. S., M. S., Ph.D., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Teachers College, 1916-18; with A. E. F., 1918-19; Fredericksburg State Teachers College, 1919-21; Instructor in Chemistry, Miller School, Miller School, Va., 1921-22; Graduate Student in Chemistry, University of Virginia, 1922-25; Fredericksburg State Teachers College, 1925—.

MARY VIRGINIA MILLIGAN, Ph.B., A.M.

NATURE STUDY AND BIOLOGY

Graduate, Warren Academy, Denver, Colorado; Summer School, Colorado Agricultural College; University of Denver; Ph.B., University of Chicago; Summer School, University of California; A. M., University of Illinois; Instructor, High School, Fort Collins, Colorado; Nature Study, Councillor Millhurst Camp, Chicago; Graduate Assistant, University of Illinois; Professor Nature Study and Biology, State Teachers College, Fredericksburg, 1925—.

W. N. HAMLET, C.E.

MATHEMATICS

Educated in Public Schools of Lynchburg; C.E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg Normal School, 1911-24; Fredericksburg State Teachers College, 1924—.

MRS. B. Y. TYNER, B.A.

LANGUAGES

Preparatory Education, The Wingate High School, North Carolina; B.A., Meredith College; Teacher History and Languages, Union Institute, North Carolina; Instructor in Wingate High School; Languages, Fredericksburg State Normal School, 1920-24; Fredericksburg State Teachers College, 1924—.

OLIVE GARRISON, B.S., M.A.

FINE AND INDUSTRIAL ARTS

Graduate Yonkers High School, N. Y.; B. S., M. A., Teachers College, Columbia University; Teacher in Fine Arts, Detroit Public Schools, and State Teachers College, Cape Girardeau, Missouri; Assistant in Fine and Industrial Arts, State Teachers College, Fredericksburg, Va., 1923-24; Head Fine and Industrial Arts Department, Fredericksburg State Teachers College, 1924—.

MAUDE M. JESSUP

FINE AND INDUSTRIAL ARTS

Graduate Charlottesville High School and Normal Training School; Professional Art Certificates, University of Virginia; advanced student, in Normal Art, Pennsylvania Industrial Art School, 1913-14; student George Washington University, 1919-21; Teacher Public Schools of Virginia, 1912-17; Supervising Teacher of Art, Primary Schools of Washington, D. C., 1919-21; Instructor in Art, University of Virginia Summer School, 1917 and 1925; Instructor in Fine and Industrial Arts, Fredericksburg Teachers College, 1921-25—.

ANNIE KUHN ROBERTS, B.S.

FINE AND INDUSTRIAL ARTS

Graduate, Radford High School; Graduate and Industrial Arts Professional Certificate, State Normal School, East Radford, Va.; B. S. and Diploma in Fine Arts Education, Teachers College, Columbia University; Instructor in Fine Arts, Summer School, Radford State Teachers College; Instructor in Fine Arts, Horace Mann School, New York City; Assistant Professor Fine and Industrial Arts, Fredericksburg State Teachers College, 1925—.

EVA TAYLOR EPPES

PUBLIC SCHOOL MUSIC AND VOICE

Graduate in Piano, Harmony, English and History, Southern College, Petersburg, Va.; Graduate Cornell University Music Department; Voice, Jean Trigg, Richmond, Va.; Voice, Helen Allen Hunt, Boston, Mass.; Teacher of Piano, Waverly High School, Waverly, Va.; Supervisor of Music, Petersburg, Va.; Choir Work; Assistant Supervisor of Music, Richmond, Va.; Director of Music, Fredericksburg State Normal School, 1922-24; Fredericksburg State Teachers College, 1924—.

BESS A. HUEY

PUBLIC SCHOOL MUSIC AND VOICE

Graduate in Piano, Marshall College, Huntington, W. Va.; Graduate, Cornell University Music Department; Student, Cincinnati Conservatory; Piano Ernest Kroeger, St. Louis, Mo.; Voice, Jean Trigg, Richmond, Va.; Supervisor of Music, Norton, Va.; Supervisor of Music, Clendenin, W. Va.; Supervisor of Music, Matoaka, W. Va.; Assistant in Music, Fredericksburg State Teachers College, 1924-25.

SALLY H. NORRIS, B.S.

PUBLIC SCHOOL MUSIC AND VOICE

Graduate, Fredericksburg High School; Student, Fredericksburg College; Graduate, Fredericksburg State Teachers College; Teacher for five years in Public Schools of Virginia; Special Student for two years, Fredericksburg State Teachers College, specializing in Public School Music; B. S. Degree in Education, majoring in Public School Music, State Teachers College, Fredericksburg, June, 1924; Voice Pupil, Jean Trigg, Richmond, Va.; Coach work, Fredericksburg, Va., 3 years; Assistant Music, State Teachers College, Fredericksburg, Va., 1924—.

NORA C. WILLIS

INSTRUMENTAL MUSIC—PIANO

Educated in Public School of Fredericksburg; Graduate of Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhardt, Richmond; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Summer Work, West Chester, Pa., 1922; Fredericksburg State Normal School, 1911-24; Summer Work, Beechwood School, Jenkintown, Pa., 1924; Voice, Jean Trigg, Richmond, Va.; Fredericksburg State Teachers College, 1924—.

ALICE CURRY, A.B., B.S.S., M.A.

COMMERCIAL EDUCATION

A. B. and Normal Diploma, Mississippi State College for Women; B. S. S., Bowling Green Business University, Bowling Green, Kentucky; M. A., George Washington University; Graduate Student at University of California and Columbia University, Summer Sessions; Head of Commercial Department, Laurel High School, Laurel, Mississippi; Director of Secretarial Department, School of Business in Mississippi Agricultural and Mechanical College; Head of Department of Commercial Education, Fredericksburg State Teachers College, 1924—.

MAY V. POWELL

COMMERCIAL EDUCATION

Graduate, Wicomico High School, Salisbury, Md.; Eastern Shore Business College, Salisbury, Md.; Summer Session, University of Virginia; Summer Session, Rochester Business Institute, Rochester, N. Y.; Graduate Indiana Normal School, Indiana, Pa.; Student in Teachers College, Temple University; Summer Session, University of Pennsylvania; Head of Commercial Department, Front Royal High School and Front Royal College, Front Royal, Va.; Head of Shorthand and Typewriting Departments, Beacon Business College, Salisbury, Md.; Reconstruction Aide in Occupational Therapy, U. S. Army; Head of Commercial Department, Wicomico High School, Salisbury, Md.; Head of Commercial Department, Franklin High School, Franklin, Pa.; Assistant, Department of Commercial Education, State Teachers College, Fredericksburg, 1925—.

MOLLY COATES, B.S.

COMMERCIAL EDUCATION AND ASSISTANT REGISTRAR

Graduate of Fredericksburg State Teachers College with B. S. Degree in Commercial Education, 1924; Assistant Registrar and Assistant in Commercial Department, Fredericksburg State Teachers College, 1924—.

MARION R. BARTLETT, B.S., M.A.

PHYSICAL EDUCATION

Graduate, Sargent School of Physical Education, Cambridge, Mass., 1920; Swimming Instructor, Y. W. C. A., Niagara Falls, N. Y., summer 1920; Physical Education Instructor and Supervisor, Passaic High School, Passaic, N. J., 1920-22; Playground Instructor on New York City Playground, Summer 1921; Student at Columbia University, New York City, 1920-22 and summer school 1921; Physical Director, Logan High School, Logan, Utah, 1922-23; Student at State College, Logan, Utah, 1922-23; Medical Physiotherapist at Hospital for Ruptured and Crippled, 1923-25; Student at Columbia University, 1923-25 and Summer School, 1924; with B. S. and M. A. Degrees; Counsellor of Interpretive Dancing, Camp Tapawingo, Harrison, Maine, summer 1925; Physical Director, State Teachers College, Fredericksburg, Va., 1925—.

ELLEN C. DONOHUE, A.B.

PHYSICAL EDUCATION

A. B., New York State College for Teachers, Albany, N. Y.; Graduate Sargent School for Physical Education, Cambridge, Mass.; Instructor in club swinging and dancing, Sargent School, 1921-22; Athletic Instructor, Sargent Camp, Peterboro, N. H., 1922; Dancing and Swimming Instructor, Playgrounds Rochester, N. Y., 1922-23; Supervisor of Physical Training, Public Schools, Buffalo, N. Y., 1922-25; Fredericksburg State Teachers College Summer School, 1925; Fredericksburg State Teachers College, 1925—.

PAGE HARRISON, B.S.

PHYSICAL EDUCATION

Preparatory Education, Fredericksburg State Normal High School; Student Assistant in Physical Education, State Teachers College, Fredericksburg, Va., 1923-25; Instructor, Physical Education, summer sessions, 1924-25; Graduate of Fredericksburg State Teachers College with B. S. Degree in Physical Education, 1925; Instructor, Physical Education, 1925-26.

HELEN GARDNER, B.S.**HOME ECONOMICS**

Graduate, Student Teachers College, Columbia University; B. S., University of California; served as Professor Home Economics, State Teachers College, Fredericksburg, during the first quarter 1925.

KATHRYN HUNTER, B.S.*HOME ECONOMICS**

Graduate, State Normal School, New Haven, Conn.; Graduate, School of Household Science and Art, Pratt Institute, Brooklyn, N. Y.; B. S., Teachers College, Columbia University, 1917; Instructor in Household Arts, Pittsburgh, Penn. and in Oakland, Calif.; Head of Department of Household Arts, State Normal School, Brockport, N. Y.; Instructor in Household Art, High School, Pelham, N. Y.; Extension Service, N. J. College of Agriculture, New Brunswick, N. J.; Fredericksburg State Teachers College, January, 1926—.

MRS. CHARLES LAKE BUSHNELL, B.A.**DEAN OF WOMEN AND BIBLE**

Graduate, University of Tennessee, B. A.; Professor of Latin, Reidsville, N. C., High School; Professor of English, Winthrop College; Principal, Gwynn School; Dean of Women, Synodical College, Fulton, Mo.; Dean of Women, Fredericksburg State Normal School, 1921-24; Fredericksburg State Teachers College, 1924; Graduate Student, Teachers College, Columbia University, summer 1925.

MRS. DALIA L. RUFF**DIETITIAN AND ASSISTANT DEAN OF WOMEN**

Educated in Public Schools of Virginia; State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-11; Teacher in High Schools of North Carolina, 1911-18; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919-24; Fredericksburg State Teachers College, 1924—.

HILDA E. HAYNIE, R.N.

Graduate Reidville High School; educated Farmville State Normal School; Blackstone College; Atelier of Huston and Clark; Special Art Course, summer session, University of Virginia, 1920; Graduate Grace Hospital School of Nursing, Richmond, Va., 1924; one year private nursing; Trained Nurse, State Teachers College, Fredericksburg, Va., 1925—.

FRANCES THOMPSON**LIBRARIAN**

Educated in Private and Public Schools and High School of Fredericksburg; Fredericksburg College; Library of State Teachers College, 1925; University of Virginia Summer School, 1925; Librarian State Teachers College, Fredericksburg, 1925—.

*Miss Hunter served as Professor of Home Economics the last two quarters of the session 1925, taking the place of Miss Gardner.

SUPERVISING TEACHERS

(CAMPUS SCHOOL)

OLIVE ANN BERRY

SUPERVISOR FIRST AND SECOND GRADES

Graduate of Fredericksburg High School; Graduate of Fredericksburg State Teachers College, 1922; Teacher for three years in Elementary Public Schools of Virginia; Student, Teachers College, Columbia University, summer 1925; Supervisor First and Second Grades, Campus Training School, 1925—.

BERYL BARBER WILLIS

SUPERVISOR THIRD AND FOURTH GRADES

Graduate and Post Graduate of Richmond Training School for Kindergarteners; Graduate of Fredericksburg State Teachers College; Teacher Elementary Public Schools of Fredericksburg seven years; Teacher in Richmond Kindergarten one year; Pittsburg, Pa., Kindergarten, one year; Supervisor Third and Fourth Grades, Campus Training School, State Teachers College, Fredericksburg, 1924—.

RUTH GRAY FERRIS

SUPERVISOR JUNIOR HIGH SCHOOL

Graduate, St. Croix Falls High School, Wisconsin; Student, University of Virginia Summer School, 1917-1919; Graduate, Fredericksburg State Teachers College, 1922; Student, University Chicago Summer School, 1923; Teacher Elementary Schools of Virginia, 1917-1920; Des Plaines Grammar Schools, Des Plaines, Illinois, 1922-1923; Supervising Teacher, Lee Hill Training School, 1923—.

KATHERINE E. JESSUP, A.B.

PRINCIPAL HIGH SCHOOL

Preparatory Education, Buckhorn High School, Va.; A. B., Meredith College, Raleigh, N. C.; Columbia University Summer Sessions, 1919 and 1921; Assistant Principal Buckhorn High School, Virginia; Teacher English, Middleburg, N. C.; Principal of Chowan High School, North Carolina; Principal of LaGrange High School, North Carolina; Supervising Teacher Junior High Training School, State Teachers College, Fredericksburg, Va., 1923—.

CLARA MAE JESSUP, A.B.

SUPERVISOR, EIGHTH, NINTH AND TENTH GRADES

Preparatory Education, Buckham High School, Va.; A. B., Meredith College, Raleigh, N. C.; Columbia University Summer Session, 1925; Teacher English, Latin, History, Clarksville High School, Va.; Teacher Latin, Mathematics, Arapahoe High School, N. C.; Supervising Teacher, Junior High Training School, State Teachers College, Fredericksburg, Va., 1925—.

GERTRUDE K. BOWLER

SUPERVISOR, FIFTH AND SIXTH GRADES, CAMPUS TRAINING SCHOOL

Preparatory Education, Holy Cross Academy, Lynchburg, Va.; Graduate, State Normal School, Harrisonburg, Va.; Teacher in the Public Schools of Virginia, 1920-25; Summer Student, George Peabody College for Teachers, Nashville, Tenn.; Supervisor, Fifth and Sixth Grades, Campus Training School, State Teachers College, Fredericksburg, Va., 1924—.

(FALMOUTH SCHOOL)

MRS. HELEN W. CARMICHAEL

SUPERVISOR, FIFTH AND SIXTH GRADES

Graduate, Bristol High School; Graduate, Farmville State Normal; Teacher in Elementary Schools, Bristol, Va.; Supervising Teacher, Grade Four, Fredericksburg Normal Training School, 1911-1919; Demonstration Teacher of Grades Four and Five, Fredericksburg Summer School, 1918; Student of Teachers' College Summer Sessions, 1912-1916-1923; Supervising Teacher Fredericksburg State Teachers College Training School, Grade Four, 1923-24; Supervisor Fifth and Sixth Grades, Campus Training School, 1924—.

GRACE EDMUNDS

SUPERVISOR, PRIMARY GRADES, FALMOUTH

Graduate, Chatham Episcopal Institute; Summer Sessions, Harrisonburg State Teachers College, University of Virginia and William and Mary College; Graduate, State Teachers College, Fredericksburg, Virginia; Summer Session, Teachers College, Columbia University; Primary Supervisor, Falmouth Training School, 1925—.

(LEE HILL SCHOOL)

ELINOR L. HAYES

SUPERVISOR, PRIMARY GRADES, LEE HILL

Graduate, High School, Northumberland, Penn.; Graduate, State Teachers College, Fredericksburg, Va.; Principal, Rappahannock Graded School, Westmoreland Co., Va.; Teacher Third Grade, George Wythe and Armstrong Schools, Elizabeth City Co., Va., 1919-1923; Student Summer School, University of Virginia, 1920-1922; Extension Courses, William and Mary College, 1920-1923; Special Course in Primary Supervision, Teachers College, Columbia University, 1924; Supervisor Primary Grades, Lee Hill School, 1924—.

GENEVA FLORENCE HALTERMAN, B.S.

SUPERVISOR, GRAMMAR GRADES, LEE HILL

Graduate of Broadway High School, Va.; Student, Harrisonburg State Normal; Teacher, Elementary Schools of Virginia and West Virginia for four years; Graduate of Shepherd College State Normal School, West Virginia, 1923; Graduate of University of Virginia, with B. S. Degree in Education, June, 1925; Graduate Student at University of Virginia, Summer Session of 1925; Supervising Teacher, Lee Hill Training School, 1925—.

OFFICERS STUDENT ACTIVITIES

Y. W. C. A.

JULIET WARE.....	<i>President</i>
EMMA COOKE.....	<i>Vice-President</i>
DOROTHY TILLER.....	<i>Secretary</i>
JOHN RUFF.....	<i>Treasurer</i>
JANE WHITEHEAD.....	<i>Undergraduate Representative</i>

THE BULLET

ELLA TALLEY.....	<i>Editor-in-Chief</i>
LURAY LEWIS.....	<i>Manuscript Editor</i>
LOUISE STEWART.....	<i>Literary Editor</i>
DOROTHY CHILES.....	<i>Business Manager</i>

THE BATTLEFIELD

VIRGINIA MUSSELMAN.....	<i>Editor-in-Chief</i>
FRANCES WALKER.....	<i>Advertising Editor</i>
ELLEN FOX.....	<i>Business Manager</i>
MOLLY VAUGHAN.....	<i>Organization Editor</i>
RUTH CLARKE.....	<i>Wit Editor</i>

STUDENT GOVERNMENT

RUTH PREBBLE.....	<i>President</i>
KATHRINE MICKS.....	<i>Vice-President</i>
INDIA DIGGS.....	<i>Secretary</i>
HILDA MANIERI.....	<i>Treasurer</i>

ATHLETIC CLUB

BERNICE WOOD.....	<i>President</i>
SALLIE B. WALKER.....	<i>Vice-President</i>
TECLA DREIFUS.....	<i>Secretary</i>
DOROTHY HANMER.....	<i>Treasurer</i>

BUSINESS AND HOME DEPARTMENTS

A. B. CHANDLER, JR.	<i>President</i>
BUNYAN Y. TYNER	<i>Academic Dean</i>
MISS NANNIE G. McCLEARY	<i>Secretary to the President</i>
MISS MOLLIE COATES	<i>Secretary to the Dean</i>
MRS. CHARLES L. BUSHNELL	<i>Dean of Women</i>
MRS. JOHN RUFF	<i>Dietitian and Assistant Dean of Women</i>
DR. C. MASON SMITH	<i>College Physician</i>
MRS. JOHN C. FERNEYHOUGH	<i>Treasurer and Bookkeeper</i>
MISS ANNIE G. CLARKE	<i>Supt. Laundry and Postmistress</i>
MISS HILDA HAYNIE	<i>College Nurse</i>

FACULTY COMMITTEES AND ADVISORS FOR SESSION 1925-1926

Joint Council—Mrs. Bushnell, Mr. Tyner, Miss Curry, Mr. Chandler.

Course of Study—Mr. Tyner, Mr. Hamlet, Miss Summy, Miss Daniel, Mr. Chandler.

Library—Mr. Tyner, Miss Thompson, Miss Green, Miss K. Jessup.

Bulletins—Miss Summy, Miss Corson, Miss McMullan.

Publicity—Mr. Young, Miss Powell, Miss McKenzie.

Alumnae Service—Mr. Tyner, Miss Harrison, Miss Coates.

Schedule and Programs—Mr. Cook, Miss Curry, Miss Donohue.

Chapel Programs—Miss Daniel, Mrs. Bushnell, Mr. Young.

Public Functions—Miss M. Jessup, Miss Huey, Miss Norris.

Commencement—Bushnell, Rosborough, Eppes, Donohue, Garrison, Milligan, McKenzie.

Grounds—Miss Milligan.

Y. W. C. A.—Miss Moore.

Battlefield—Miss Garrison.

Bullet—Miss Rosborough.

Tea Room—Miss Gardner.

Glee Club—Miss Eppes.

Athletic Club—Miss Bartlett.

Dramatics—Miss Rosborough.

First Year Class—Miss Milligan.

Second Year Class—Miss Bartlett.

Third Year Class—Miss Donohue.

Fourth Year Class—Miss Eppes.

Secretary to Faculty—Miss Powell.

State Teachers College

Fredericksburg, Virginia



HIS institution was originally established by the General Assembly of Virginia by Act March 14th, 1908, and opened its doors for students in September, 1911, as a Normal School. It has grown and expanded to such an extent that the Legislature in 1924 changed its name to State Teachers College in order that its name may conform to the character of work done, that its students may enjoy the prestige due to the college name, and that the public school system of the State may reap the benefit of the services of teachers who are graduates of a Standard Teachers College.

The Legislature has made during each succeeding biennium since its opening additional appropriations for maintaining the work of the institution and has provided funds for buildings now valued at nearly one-half million dollars. These buildings consist of two large dormitories, administration buildings, four faculty homes, central heating plant, steel water tank. In addition, walk-ways and drive-ways have been built through the grounds, an open-air theatre has been constructed in the beautiful grove and several members of the faculty have constructed residences adjoining the grounds.

IMPORTANT NOTICE

FOUR YEAR B.S. DEGREE COURSES FOR TEACHING ACADEMIC SUBJECTS IN THE REGULAR ACCREDITED FOUR YEAR HIGH SCHOOL OR FOR TEACHING AND SUPERVISING ELEMENTARY SCHOOL SUBJECTS HAVE BEEN ADDED. SEE PAGE 44 FOR STATEMENT OF THESE COURSES.

THE PLACE OF A TEACHERS COLLEGE IN THE SCHEME OF EDUCATION

This institution holds membership in the American Association of Teachers Colleges.

It is generally recognized by the best trained superintendents, high school principals, supervisors and others in touch with the needs of the public schools, that professional education is absolutely essential for the highest success in the school room and is far superior to the old line classical education. Discriminating educators infinitely prefer a teacher for either elementary or high school subjects who has been trained in a professional teacher training institution. The proper combination and co-ordination of academic and professional subjects, together with observation and practice teaching, form an ideal curriculum for the most successful service in the teaching profession.

The Teachers College at Fredericksburg provides this type of education. While it is our main purpose to train for the profession of teaching, we think we could demonstrate that the type of education provided at this College is also the most beneficial and practically useful for general life purposes.

Graduates of its two year curriculum are given by the State Board of Education the Normal Professional or Special Certificate. Graduates of its four year curriculum with the degree of Bachelor of Science in Education are given by the State Board of Education the Collegiate Professional Certificate, this being the highest grade of certificate granted by the State Board.

LOCATION

The school property, which consists of more than sixty acres, is situated on the ridge known as Marye's Heights and gives a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. A beautiful grove containing many varieties of our most attractive native trees offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provided an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school.

The grounds are connected to this street by an asphalt driveway, the sidewalk being shaded by a series of beautiful trees.

THE CITY OF FREDERICKSBURG

Fredericksburg, "The most historic city in America," is situated on the fall line at the head of navigation of the Rappahannock River and has a population of about 7,000.

It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International Highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Fredericksburg is connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Thousands of tourists now visit the city every year since the opening of this public highway.

It is progressive, and has enjoyed for some years the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic.

Here are to be found the home of Washington and his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for a seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the women of America during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the College property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

BUILDINGS

The Board of the Virginia Teachers Colleges has named the two main dormitories Frances Willard Hall and Virginia Hall.

In addition to these, the citizens of Fredericksburg have erected a new dormitory for the use of the College, which was opened in September, 1923. During the summer of 1925 it was enlarged to accommodate 110 students. This dormitory is named "Betty Lewis Hall." The name is peculiarly appropriate since Betty Lewis, the wife of Fielding Lewis, was a sister of George Washington and lived in Fredericksburg at Kenmore on Washington Avenue in sight of the dormitory.

The buildings are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The two main dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. They are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Registrar, of the Treasurer and Bookkeeper, the library, and several storage rooms.

The dining-room will seat four hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of each dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

Each student's room is finished in mission style, well lighted and ventilated. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of baths.

The handsome and imposing Administration Building—Monroe Hall—stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture.

In the basement are the swimming pool, dressing rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest rooms for day students, the postoffice and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, Music, Business and Commerce.

The second floor contains the departments of Home Economics, Chemistry, Physics, Mathematics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

The buildings are heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

A separate building has been constructed for the heating plant, storage tanks, the electric-light plant, and the laundry.

The College has recently erected a 50,000 gallon steel water tank, giving an increased water supply both for domestic use and for fire protection.

COLLEGE EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The Chemistry, Biology, and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few colleges have so full and complete a science equipment necessary for the special instruction that the college is intended to offer.

The College is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

The Fine and Industrial Arts Department occupies three large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of handwork, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for college gardens and outdoor work of all kinds.

All necessary equipment is provided in the Natural Science Department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The College has built and equipped a hothouse for the use of this department.

Suitable yards for the scientific study of poultry have been provided.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds of almost every variety, and quite a colony of semi-tame squirrels. These, with the rolling nature of the grounds and the rural surroundings, constitute a natural equipment unsurpassed for this department.

The Home Economics Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils. Fifty per cent additional equipment was added to this department during the past biennium.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

Ample equipment, consisting of a large number of exhibits, a balopticon and slides, has been installed for use in the Department of Geography, and in Music and Art Appreciation.

Ample equipment for the Biological Department has been added. The department has all it needs for thorough work.

The College at present owns ten pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

A Powers moving-picture outfit has been added and suitable film service is furnished.

A five-tube Atwater-Kent Radio was purchased during the 1925-26 session for the use of students and faculty.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular college desks.

The Commercial Department occupies two rooms, one being fitted up with special equipment for bookkeeping, office equipment, filing cabinets, etc., the other room being fitted up with typewriters of standard makes. These two rooms are connected. Supervised Office Training secured through the business houses in the city.

The College added during the past session a Trans-lux, day light screen, visual education projector for use in several departments.

MAIL SERVICE

The College is equipped with an up-to-date Postoffice which was enlarged during the past session. There are two deliveries daily. Students rent lock boxes, at a nominal charge, from which they may get their mail at any hour during the day. Mail is sent out from the College three times daily.

THE FACULTY

The College exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had wide experience in their special phases of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

LIBRARY

The library occupies two large rooms in Virginia Hall, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected working library of about 9,000 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

GYMNASIUM

The Gymnasium, located in Monroe Hall, is large and well-equipped with apparatus for use both in regular courses and in anthropometric examinations. Convenient to the gymnasium are the dressing-rooms, showers, and swimming pool. In cold weather the water in the pool can be heated so that instruction in swimming, as well as excellent exercise, can be enjoyed at any time.

All work in Physical Education and Athletics is under the direction of the Physical Education Department and is required of all students in the school, except those who are excused in writing by a practicing physician, or the College physician.

A uniform costume for all gymnastic work is required. It consists of short full bloomers of black, lusterless material, preferably a plaited model. With the bloomers is worn a white middie with white collars and cuffs, black middie tie, and white tennis shoes; also a pair of black gymnasium shoes or ballet slippers. The slippers and shoes may be ordered from any large shoe store or mail order house, or may be obtained in Fredericksburg. It is desired that students do *not* provide themselves with the above described uniform before coming to the College, as these uniforms are purchased in quantities by the College and sold to the students at a much lower price than they can be purchased elsewhere. (Cost of one pair of bloomers and two middies is about \$5.00.)

ATHLETICS

Interest in various forms of Athletics is encouraged. Through the Department of Physical Education and the Athletic Club instruction and supervision are given in tennis, indoor baseball, basket-ball, volley-ball, gymnastics, hockey, soccer, hiking, track athletics, swimming, mass plays and games on the athletic field. and other physical exercises, the aim being both to keep the individual girls in good physical condition and to so train them in athletic activities that these activities may persist in them and carry over through them in the school room.

Walking and many other forms of outdoor exercises are also popular with many students. Strong efforts are made to interest every student in some form of outdoor exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

The College has constructed a standard athletic field consisting of a fifth mile running track and jumping pits, the space between the track is levelled and grassed and used for field hockey, mass games and plays and other outdoor athletic activities. This

field also serves, in harmony with the plan of the State Department of Public Instruction, as one of the athletic centers for the finals in high school meets for the high schools of some twelve or fifteen counties convenient to this center.

GOLF COURSE

Through the courtesy of the Fredericksburg Golf Club, to which a number of the members of the Faculty belong, students are permitted to play Golf on the splendid nine-hole Golf Course adjoining the college property controlled by the Golf Club. A small green fee of 25c for the nine holes is charged.

BASKETBALL, TENNIS, HOCKEY, ETC.

Basketball continues to be the most popular indoor game during the winter season. There was great rivalry during the past session in the interclass games. A series of games with out of town college teams is played annually. The 1925-26 season included games with Farmville Teachers College, Harrisonburg Teachers College, William and Mary College, Y. W. C. A. of Richmond, and University of Pittsburg. The State Teachers College at Fredericksburg has had marked success in its inter-collegiate contests.

Preparation for the games of the Interclass Basketball series occupies a great part of the winter's recreation period. Each class has its own team, and a series of games are played, the champion team thus winning a certain number of points toward the trophy cup.

Hockey and Soccer were incorporated in the Athletic program for the first time during the 1924-25 session, and hereafter will constitute a fixed feature of the out-door physical education activities.

The tennis tournament is held on the tennis courts and is one of the most interesting events of the season. Practice begins early in the fall, and continues until late in October, when the match games are played.

Instruction is given the girls in field and track athletics, which culminates in the annual Field Day held early in May. The program is composed of such events as swimming, target shooting, standing and running broad jumps, fifty, seventy-five and one hundred-yard dashes, basketball and baseball distance throw, hurdle races, high jump and relay races. The points won at this time, together with those due the classes for championship in basketball, indoor baseball, and tennis, and other points, determines the awarding of the trophy cup.

Girls who win one thousand points in athletics in one year are awarded a school monogram.

We believe that by encouraging girls to take an active part in both indoor and outdoor athletics, and directing these activities, we are not only improving their physical health, but are inculcating ideas of team-work, fair play, co-operation, and uprightness of character that will remain with them throughout life.

THE ATHLETIC TROPHIES

The annual class contests for the silver trophy cup this year include the following events:

Basketball, baseball, tennis, swimming, 50-yard dash, 75-yard dash, 100-yard dash, long distance baseball and basketball throw, relay races, standing and running broad jumps, running high jump, etc.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. A great deal of interest and intense class rivalry was exhibited by all the students.

A small silver cup is also presented to the girl winning the greatest number of individual points in athletics during the year.

In connection with the Field Day Program the May Queen was crowned. She in turn awarded monograms and numerals to the members of the different class teams, the Varsity Basketball Team, and winners of different athletic events.

RURAL HIGH SCHOOL CONTESTS

The College, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field and Gymnasium to High School Girls caring to use it as a common meeting place for Inter-High School Contests in match games in basketball or other events, such as running, broad and high jumping, etc.

COLLEGE CALENDAR—1925-26

Y. W. C. A. Party—September 29.

Student Government Party—October 2.

Convocation—October 2.

Lyceum-Criterion Quartette—October 8.

Sunday School Joint Receptions—October 16.

Installation—Y. W. C. A.—October 11.

Joint Celebration of Halloween in Street Carnival by Chamber of Commerce and College—October 30.

Reception by College to Patrons and Friends of the College—November 10.

Dance—Sophomores to Freshmen—November 13.
 Lecture and Slides on Big Game Hunting in Alaska—Mr. Frank C. Baldwin—November 16.
 Lyceum—Lecture—The Art of Self Culture—John Cowper Powys—November 17.
 College Minstrel—November 20.
 Y. W. C. A. Annual Christmas Supper—December 4.
 Interclass Baseball—December 4 and 5.
 Hockey—Fredericksburg vs. Harrisonburg—December 5.
 Student Council Reception—December 9.
 Interclass Baseball—December 10.
 Dramatic Club—"The Florist's Shop"—January 15.
 "Mansions."
 "Suppressed Desires."
 Interclass Basketball—Freshmen vs. Juniors—January 22.
 Sophomores vs. Seniors—January 23.
 Lyceum—Elizabethan Players in "Macbeth"—January 29.
 Basketball—Fredericksburg vs. Y. W. C. A., Richmond—January 20.
 Lyceum—Count Poorok—"Excavation of Ancient Carthage"—February 5, 1926.
 Basketball—Fredericksburg vs. Harrisonburg—February 5.
 Southwest Virginia Club—Skit Program—February 8.
 Basketball—Fredericksburg vs. Farmville—February 12.
 Y. W. C. A. Benefit—February 19.
 Freshman Skit Program—February 20.
 Senior Moving Picture Benefit—February 22.
 Basketball—Fredericksburg vs. William and Mary—February 23.
 Basketball—Fredericksburg vs. University of Pittsburg—February 26.
 Carolina Club—Skit Program—March 5.
 Basketball—Fredericksburg vs. Richmond Y. W. C. A.—March 6.
 Basketball—Fredericksburg vs. Harrisonburg—March 13.
 Basketball—Fredericksburg vs. Farmville—March 19.
 Junior Benefit—March 19.
 Lyceum—Dora de Phillippe and the Moeller Trio—March 22.
 Sophomore Benefit—March 26.
 Battlefield Benefit—Musical Comedy—April 15.
 Freshman Sophomore Reception—April 23.
 Athletic Club Benefit.
 Exhibition Physical Education Department.
 Glee Club Recital.
 Piano Recital by Music Department.
 Field Day.
 Senior Class Play.
 Alumnae Banquet and Reception.
 Baccalaureate Sermon.
 Commencement.

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

Purpose—To unite the young women of this College in loyalty to Jesus Christ; to lead them to accept Him as their personal Saviour; to build them up in the knowledge of Christ that their character and conduct may be consonant with their belief. To associate our students with the students of this and other lands. and to enlist their devotion to the Christian Church throughout the world for the advancement of the Kingdom of God.

Such, in brief, is the purpose of our association. In what ways this is carried out may be seen in part by the remarks which follow. Standing as it does for the development of the body, mind, and spirit, the association seeks in its purpose to meet the varied needs of the students of the college, nearly all of whom are members of this organization. At the beginning of the college session the work of the various committees is outlined and the members of these committees work faithfully to carry out their policies.

The Membership Committee serve as the "Advance Guard" and in the summer, write letters to prospective students welcoming them even before their arrival. The members of this committee are on hand the first day of school to meet trains, and from the moment of their actual arrival at the College help new girls to get adjusted to College life. Through the efforts of this committee new students are immediately put in touch with the work of the association, and are enlightened along all lines before any campaign for new members is started. The drive for memberships is not difficult, for all of the girls want to belong to the Y. W. C. A.

Beginning with the "Get Acquainted Party" during the first week of College, the Social Committee arranges a series of parties and entertainments throughout the year. The aim of this committee is to promote friendship and good fellowship among the girls and to help all to better develop their social natures.

Every member of the Y. W. C. A. is given an opportunity to do social service work both in College and in the town. Flowers, fruits, books and magazines are sent to those girls who are unfortunate enough to have to take a trip to the infirmary. "White Gifts" and Christmas stockings are sent to the poor of the town, and each Sunday a number of students serve as teachers in the Mission school. Real service has been rendered in these ways.

Each month a business meeting of the association is held and at this time an open forum is conducted so that all problems of the local Y. W. C. A. may be solved by the members themselves. The Publicity Committee keeps the bulletin board covered with interesting pictures, posters and announcements of various kinds. The Undergraduate Representative keeps our association in touch with the work of the "Y" in other Colleges in the State. We gain much help from our sister associations.

Each girl in joining the local association automatically becomes a member of the World's Student Christian Federation.

Through the World Fellowship Committee we learn the student movements in other lands. Many varied programs are furnished by this committee.

Since the inclusion in the regular College curriculum of a course in Bible, the Y. W. C. A. does not carry on any classes of Bible study. But each day Vespers are conducted by the students, and at these informal prayer and praise services which are held in the parlors, portions of the Bible are read and explained. The helpfulness of these meetings can best be judged by the attendance.

The Devotional Committee has planned many interesting programs for the Sunday night services. Students, members of the faculty, ministers from the city, and visitors have spoken on various subjects.

Every June representatives from all Southern Colleges gather in a ten day conference at Blue Ridge, N. C., for the purpose of discussing together and solving school and student problems. It is a place where all are lifted in mind and spirit close to the spirit of God.

The Little Cabinet, composed of the officers and of the chairman of the foregoing committees, meets each Sunday night. This is the group who bear the responsibility of the work. These young women are carefully selected and especially fitted to control the affairs of the association. Through the loyal spirit of the officers and members the association has meant much in the life of the school, and we feel that the influence of the Young Women's Christian Association cannot be overestimated.

THE HOME, SOCIAL AND RELIGIOUS LIFE OF THE STUDENTS

The College is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here are under the direction of a Christian woman of great experience in such a position. She, as Dean of Women, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy our confidence, and very few fixed rules have been found necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and are rarely disappointed in this expectation. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the College will throw around her such restraining influences as may seem necessary, and,

should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed.

For the social life of the students the College furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their College work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special College clubs.

One of the great many joys of the life of a student at this College is their religious freedom.

They have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

Careful thought is given the subject of Chapel programs. One hour each week during each quarter is set aside for concentration on a diversified program, including Educational, Historical, Biblical, Musical and Departmental subjects discussed both by members of the Faculty and prominent outside speakers. Programs are also contributed by the Student Government and the Y. W. C. A. A discussion of the Topics of the Day is also included.

HEALTH OF STUDENTS

All students receive the very best medical attention through the services of a Trained Nurse and one of the leading physicians of the city who is employed by the College, and who pays daily visits. The department of Physical Education co-operates closely. Corrective gymnastics are given when advisable. Health records are secured and filed as part of the student's record. The College is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. When necessary extra trained nurses are provided. The College bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of their daughters.

Mary Washington Hospital. In the city and within five minutes time from the College, is one of the best equipped small hospitals in the State. The College physician is associated with

this hospital. Other splendid surgeons also operate there and in an emergency students of the College could have here the very best hospital attention.

DISCIPLINE

Students are permitted as much freedom in their movements and intercourse as is consistent with propriety and the work which they have assumed. Few fixed rules are made, but those which are made are uniformly and rigidly enforced.

The attention of parents is especially directed to the importance of co-operating with the College in the matter of securing the attendance of the students on the classes. Students are not excused from class attendance except for sickness or illness in the family or some other urgent emergency. It is hoped, therefore, that parents will not make requests for students to be absent from their class work except for the reasons given above. It is understood that the parents agree when their daughters enter this College, that they shall live and be under the control of the College regulations. We do not desire to have in the College students whose parents are out of sympathy with the rules of the College. The disciplinary life of the students is under the control of a joint Faculty and Student Government Committee. The President of the College acts in an advisory capacity.

STUDENT GOVERNMENT

For eleven sessions this College has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the College and a faculty committee. This system has met the hearty approval and co-operation of the student body, and the association has administered its duties during the past session with such good judgment and fairness as to win the approval of College officials and students alike. The system will be continued.

WEEK-END VISITS

Students are permitted to make week-end visits at such times as will not conflict with their class schedule or their College obligations. This privilege may be withdrawn from students who are failing in any of their work. Special permission from the student's parent or guardian must be obtained in advance for a week-end visit other than to a student's home.

The above ruling as to week end visits may be changed during the session if found desirable.

REDUCED RAILROAD FARE

Round trip week-end tickets to Richmond (\$2.60) and to Washington (\$2.40) and intermediate points were sold to the College students last session by the R., F. & P. R. R. Co., and if the business justifies it the Railroad Company assures the College that this policy will be continued for the 1926-27 session. This College is nearer each of these Capitals than any other college for women in the State and the low rate offered gives opportunity to the students to visit the Capitals at small cost or to make week-end visits to intermediate points at correspondingly reduced rates.

RETURNING AFTER HOLIDAY

A student failing to return on time after a holiday or week-end visit, except for illness, death or marriage in her family, or other emergency acceptable to the Administration of the College, shall be automatically dropped from the roll, but may re-enter, with the approval of the Administration, on the payment of a special extra registration fee of \$5.00.

TRANSFER OF STUDENTS

Students are not advised to transfer from one Teachers College to another during a school session. This College will not receive a student from a sister Teachers College during a school session, except under very exceptional conditions which must be approved by the President of the College from which the student is withdrawing, and the presentation to this college of a letter of honorable dismissal.

STUDENTS' DRESSES

There is no necessity for, and this College distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet the requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating classes are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$10.00 in any case.

STUDENTS' PLEDGE

Every student at this College is expected at the beginning of the session to subscribe to the following pledge:

"I do hereby agree, while a student in the Fredericksburg State Teachers College, to comply cheerfully with all its regulations in all particulars, including the regulations of the Student Government Association; and I agree not to deface or injure, by writing, or otherwise, any of its furniture, books, walls, or other property. If I should accidentally do damage to any property of the College, I agree to report it promptly to the Dean of Women, or the President, and I agree that such damage shall be assessed and that I will pay for same."

HOW TO REGISTER

1. Fill in fully the College application blank—found in back of this catalog, or sent on request.
2. Send \$5.00, the required advance room reservation fee. As soon as these two conditions have been complied with, a room is reserved and the student notified.

EXPENSES—RECAPITULATION

Free tuition is granted to Virginia students who have taught or promise to teach in the public schools of Virginia. In return for this consideration a student is required to teach in the public schools of Virginia not less than two sessions. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Virginia students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. The tuition for non-residents of the State is \$60.00 per session. See application form in back of catalogue.

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$225.00 per session. This may be paid in one, two or three payments or in 9 payments, payable on the 20th of each month.

The fees charged in classes having laboratory courses are small in view of the fact that they include materials and breakage as well as use of equipment.

Special arrangements must be made for students remaining at the College during the Christmas holiday.

Registration fee, \$10.00 per session. This is payable upon entrance, with no reduction for part session.

Campus fee, \$6.00. This fee takes care of a portion of the Y. W. C. A. budget, Athletic Association budget, Lyceum Course, the "Bullet," the "Battlefield," and other student activities.

A maintenance fee of \$5.00 per quarter is charged at this and all the other State institutions of higher learning.

A Physical Education fee of \$5.00 for the session is charged all students to help maintain the physical education program, including the construction and maintenance of a new and adequate swimming pool.

Medical fee, \$6.00 for the session. Day students do not pay this fee.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the College. The cost will be about \$6.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the College to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the College cannot assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the College does not assume responsibility for the wear and tear of clothing.

No diploma or certificate is granted until all money due the College is paid.

Students are advised against bringing to the College jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Dean of Women and drawn as needed.

RECAPITULATION

COST FOR FULL SESSION

Board, room, and laundry.....	\$225.00
Registration fee.....	10.00
Medical fee.....	6.00
Campus fee.....	6.00
Maintenance fee.....	15.00
Physical Education fee.....	6.00

Total cost.....\$268.00

This is exclusive of books and gymnasium suit.

Special Note: It is desirable that students pay on entrance the fees for the entire session (\$43.00). However, these may be paid in three equal quarterly payments. The board for the entire session (\$225.00) may be paid in one, two or three equal payments; or, at the option of parents, may be paid in nine equal payments (\$25.00 each). Statements of accounts will be mailed from the Treasurer's office on the 20th of each month. The entire amount due for the combined Fall, Winter and Spring Quarters is shown in the recapitulation above (\$268.00).

An advance deposit of \$5.00 is required for room reservation. This is credited on the total expenses outlined above, and is not an additional charge.

ROOMING BY CLASSES

It is to the best interest both of the College as a whole and to the individual students, that students room with class mates. Prospective students are requested to observe this policy.

SCHOLARSHIPS AND LOANS

(a) *State*—The State offers scholarships for all Virginia young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia two sessions.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives. See application form in back of catalog.

(b) *Special*—The Young Women's Christian Association of the College has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spotsylvania county, \$250.00 has been given the College to establish a scholarship of \$50.00 a year running five years.

The Matthew Fontaine Maury Scholarship Loan Fund is a memorial to Commodore Maury, who was born in Spotsylvania county, near Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran. The value of this scholarship is \$150.00 a year.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of accredited Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.00.

The Daughters of the American Revolution have established scholarships totaling \$1,000 at this College, of which \$300 will be available to Junior or Senior students next session.

(c) *Employment*—It is the desire of the College, as far as possible, to aid all worthy students in securing an education. To this end the College offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session 1924-25 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference with their College work, are able, if sufficiently industrious and energetic, to help pay their way through the College. Our normal experience has been that the demand for assistance of this character has been in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment. These scholarships are worth \$115.00 per session.

The President of the College will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

(d) *Student Loan*—The College has accumulated through successive Legislative appropriations quite a large special loan fund. This fund is available to any worthy student who may desire it. The College is now in a position to offer this financial aid probably to every student who may make application. The loan bears 4 per cent. interest. Those desiring this aid should make application to the President of the College. The amount loaned to a student is usually \$100.00 per session. In cases of special need, a larger sum may be loaned.

(e) *Student Aid*—This fund consists of donations made to the school to help worthy students. The money is loaned to students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$400.00. The President of the

College will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

(f) *Service Loving Cup*—Through the interest and the generosity of the Fredericksburg Kiwanis Club a Silver Loving Cup is offered each year to the student who, in the judgment of the faculty of the College, has contributed most to the promotion of the interests of the Fredericksburg State Teachers College during her life at the College.

ENTRANCE CREDITS AND CLASSIFICATION

The credits to which a student is entitled will be decided by the Dean of the College and will be based upon the last rating of State High Schools by the Department of Public Instruction.

It is not necessary for students entering from accredited Virginia public or private high schools to submit for entrance credits any statement of their former work, since the State Department of Public Instruction has prepared a list of credits to which all such graduates are entitled. This published list will be adhered to in deciding the entrance credits of such graduates entering this College for next session.

Students entering from private schools which have been inspected and accredited by the State Department of Public Instruction, will be given such credit as is allowed the school by the department. Such credits should be certified by the principal, or a certificate of graduation from the principal presented.

Teachers holding first-grade certificates will be admitted to any of the first year courses. Exhibition of the certificate is the only evidence required.

A student wishing to enter from non-accredited high schools must take examination at her high school in May. This examination is prepared by the State Board of Education.

A student shall be considered to belong to that class in which she has the major portion of her work.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions of higher learning, will be allowed suitable credit for such work on entrance to this College.

Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalogue.

SPECIAL BULLETIN ON DEGREES

A special bulletin (October, 1924) was issued by this College on "Degrees for Teachers," which is reprinted below:

1—OPPORTUNITIES FOR TEACHERS HOLDING DEGREE

Superintendents and school principals are now demanding degree teachers for all the better type of positions in both the Elementary and High School. The increased standard for the certification of teachers set up by the State Board of Education in Virginia also opens up many positions for teachers holding degrees which could formerly be filled by teachers with less preparation. All of the high schools of the State which belong to the Southern Association of Colleges and Secondary Schools demand teachers for all branches of high school teaching who hold a degree. All of the other accredited high schools of Virginia of the better class are seeking to secure degree teachers and are giving preference to the appointment of teachers with training represented by a four year degree course. In addition, in some of the cities of Virginia no discrimination in salary is made between teachers teaching in high schools and in elementary schools, the salary being based wholly upon the degree of preparation of the teacher. In such cities teachers holding a degree based upon training in the elementary school field obtain the same salary as the same teacher would obtain if she were teaching in the high school.

The degree is demanded not merely for the teacher who is teaching the regular academic high school subjects, but also for the teacher who undertakes to teach or supervise in either the high or elementary schools such specialties as fine and industrial arts, home economics, music, physical education and business subjects. Splendid positions are open every year in Virginia and elsewhere for young women who have prepared themselves thoroughly in a four-year degree course either in the regular college subjects, training them to teach the academic high school subjects, or in the specialties mentioned above for teaching and supervising these specialties either in the high or elementary schools. In addition there are a great number of highly important combination positions open to degree women. Superintendents and principals frequently desire a degree teacher for combinations of academic subjects and specialties where the funds are not sufficient to employ a teacher for the specialties alone.

2—THE B. S. vs. THE B. A. DEGREE

The better type of Division Superintendents and High and Elementary School Principals in Virginia have already learned, and the public generally is now fast learning, the superiority of the B. S. Degree over the B. A. Degree for teachers in the various branches of the public school service. This superiority is readily

understood when the content of the two degrees is compared. In a word, it may be said that the B. S. Degree is based upon four years of college work after completing the course of an accredited high school, this college work being a proper combination and co-ordination of academic and education subjects including supervised student teaching in the particular branches in which the student is majoring and minoring; whereas, the B. A. Degree is usually based upon academic college subjects alone, these subjects being taken with no reference to the student's teaching them. The Teacher Colleges in Virginia are therefore naturally basing their four year courses upon curricula intended specifically to fit young women for the profession of teaching and are conferring the Degree of Bachelor of Science in Education on the completion of the four year course.

3—ADVANTAGES FOR DEGREE WOMEN

The Teachers Colleges are now emphasizing as heretofore the two year course for the preparation of elementary school teachers, since this standard is sufficiently high to meet the demand of the elementary schools in the average Virginia community, but we would like to call attention to the advantages offered to young women who would pursue their course through to the B. S. Degree. These advantages are summarized below and no attempt is made to set them out in detail:

- (a) The Degree holder would receive a much larger salary.
- (b) She would always be employed in a nine months school.
- (c) She would be engaged in a broader field of school work.
- (d) She would start nearer the top of her profession.
- (e) She would be enabled to contribute a much higher service.
- (f) She would live under a more inspirational environment.
- (g) She would have increased opportunities for leadership.
- (h) She would have infinitely greater contentment and happiness in her work.
- (i) She would have increased capacities of enjoyment in both her work and her play.

4—THE CONTENT OF THE B. S. DEGREE COURSES AT THE STATE TEACHERS COLLEGE, FREDERICKSBURG

The content of the B. S. Degree Courses offered by the State Teachers College at Fredericksburg are outlined rather fully in the latest catalog of this college. No attempt, therefore, is made

here to give in detail the degree curricula. Attention, however, is especially called to the fact that a student may major at this college in any one of the following five special fields:

- A—Ancient Language (Latin), Modern Language (French), English, History, Mathematics, Science.
- B—Public School Music and Music Supervision.
- C—Fine and Industrial Arts and Art Supervision.
- D—Physical Education and Playground Work.
- E—Commercial Subjects.

SPECIAL NOTE: HOME ECONOMICS MAY BE TAKEN AS A MINOR
IF DESIRED, THE SPECIAL CERTIFICATE TO TEACH
HOME ECONOMICS BEING ISSUED

Attention is called to the fact that if a student entering with the intention of pursuing a four year course for the B. S. Degree does not remain through to the Degree, such student should be able in two years' time by properly arranging her course to complete sufficient work to obtain the Special Certificate authorizing her to teach in the high schools of the State the particular subject or subjects in which she has specialized.

The student who remains through to the B. S. Degree is presented by the College with the Degree and secures from the State Board of Education the Collegiate Professional Certificate, which is the highest grade of certificate issued by the State Board and which authorizes the holder to teach the subjects in which she has majored and minored in the senior high schools of the State or in the elementary schools of the State.

5—CREDITS FROM OTHER STANDARD COLLEGES

Graduates of accredited public and private high schools, holders of First Grade Certificates, and young women who have college credits either from other teachers colleges or from standard liberal arts colleges who may wish to consider pursuing a course leading to the Degree of Bachelor of Science in Education at this college are invited to correspond either with the President of the College, or with the Academic Dean, Mr. B. Y. Tyner. Either of these officials will be glad to offer educational guidance to any ambitious young woman who may be thinking in terms of a degree. We invite such young women to write freely of their desires and ambitions, as well as of such difficulties as may be in the way of their realization, with the assurance that their problems will be approached in a sympathetic attitude and the best counsel at the command of this college will be offered.

NOTES ON COURSES

The following classes of students are received by the College without condition:

(1) Graduates of accredited public and private high schools.

(2) Students who have passed the State entrance examinations or examinations of the College Entrance Board.

The following classes of students are received with the conditions stated in each case:

(1) Holders of first grade certificates. High School conditions to be removed by (a) special examinations on high school subjects; or (b) additional academic courses; or (c) intelligence and standard educational tests; or (d) a combination of (a), (b), and (c) may be used.

(2) Young women who are above 20 years of age and who have not graduated from an accredited public or private high school may enter for college courses as special students, provided they show ability to profit by the courses they propose to take. Such students will not be given a Professional Certificate to teach, nor will they be awarded a diploma based upon the two year curriculum, nor a degree based upon the four year curriculum, until they have made up the lacking high school work by special examinations conducted at this College or by additional courses taken in the summer quarter, one year in advance of the time they offer for a degree.

On completing any degree course the graduate is awarded the Degree of Bachelor of Science in Education and receives the Collegiate Professional Certificate, good for life.

Students completing less than four years in any one of the courses preparing for high school teaching and meeting the requirements of the State Board of Education, will be given the Special Certificate, authorizing the holder to teach in the high schools the special subject or subjects in which she has thus specialized. It is possible to meet the requirements for the Special Certificate in two related subjects in two years' time.

All courses, whether in the two year or four year curriculum are of college credit. This college is on the standard college session hour basis and it receives no students for high school work.

Students may enter the commercial course who are either academic graduates of high schools or graduates from the business course in high schools. In the latter case suitable substitutions are made for the business subjects they have had and in which they show proficiency, so as to avoid duplication.

Suitable credit is given by this College on any of its courses for professional or academic work completed at any standard institution of higher learning.

CREDITS AT OTHER COLLEGES

Students completing the two year curriculum at this college will be admitted to other professional colleges as candidates for the Degree of Bachelor of Science: and Students who are graduates of the four year curriculum here with the B. S. Degree will be admitted as candidates for the Degree of Master of Arts or Master of Science.

MUSIC DEPARTMENT

In addition to the courses in public school music offered as a subject in the various two year professional courses, this College offers additional music courses, including voice and piano, on an elective basis. A student may receive in two years enough credits to count as a major for the B. S. Degree and the Special Certificate.

Piano lessons cost \$15.00 per quarter.

Piano practice—one hour daily, \$3.00 per quarter.

Voice lessons cost \$15.00 per quarter.

No charge is made for public school music.

SPECIAL ENGLISH

Special English Courses, not catalogued, in Reading, Public Speaking, Dramatics, etc., are offered on same fee basis as indicated above for Music Department.

SELECTION OF WORK

Students will be guided by the Dean of the College in accordance with their best interests in the selection of work. Students are particularly cautioned not to act upon unofficial and often incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Dean as to their work as soon after arrival as possible and not delay in the selection of their studies.

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will

necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they cannot be cured through our regular schedule of work, must be made up by special work in the Summer Quarter or in some other approved way.

The College reserves the right not to form any class in an elective group for less than ten students. The right is also reserved to limit the number entering Courses III to those showing academic fitness and mental ability such as to enable them to profitably pursue this course.

TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the College are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the College. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the College.

THE POINT SYSTEM

The Point System has for its primary objective the preventing of an undue demand on the time of a student for extra-curriculum work. She is forbidden to hold more than 100% in points, each office she may hold having been rated as nearly as possible in proportion to the time required to dispatch the duties of the office. In the event a student is elected to offices amounting in points to more than the stipulated 100%, she may withdraw or resign from an office or offices, thereby reducing her per cent to maximum allowance in points.

A student making an average below 80% or failing on more than 20% of her work in the previous quarter shall be ineligible for participation in any major school activity or for holding any office.

THE TRAINING SCHOOLS

The fundamental purpose of the training school is not to serve as a research laboratory, but rather to serve as a laboratory in which the student verifies her theory and principles. It is a teaching and testing laboratory.

Each second year student must have at least twelve weeks of practice teaching under criticism and supervision in one or more of the training schools before graduation from the two year curriculum.

Degree students also do additional practice teaching in their special field during the fourth year.

This College maintains four training schools of four different types, in order that each student may have the kind of practice she most needs for the particular type of teaching she is preparing to do. These four schools are as follows:

- I. The Campus Elementary School, Grades 1-6.
- II. The Campus High School, Grades 7-11.
- III. The Lee Hill Rural School, Grades 1-6.
- IV. The Falmouth Elementary School, Grades 1-6.

Schools I, II and III are maintained by a happy co-operation between the College and the School Board of Spotsylvania county.

School IV is maintained through similar co-operation between the College and the Board of Stafford county.

Schools I and II are maintained at the College.

Supervising teachers, special supervisors and the Head of the Department of Education give direction to the practice teaching activities.

RURAL SCHOOL OBSERVATION

In addition to the training school facilities indicated above, the College makes provision for the students to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school from the one and two-room school up through the consolidated rural school to the more complex graded city school.

DAY STUDENTS

The proximity of the College to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The College does not assume any responsibility for boarding arrangements or social direction of students who do not live in the dormitories. Day students, of course, will be subjected to the same academic regulations as boarding students. Day students have at the College comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Monroe Hall has been fitted up and set apart for this purpose.

RECORDS AND REPORTS

A careful record is kept in the office of the Dean of the entrance credits and work at this College of all students in all departments, and reports of students' work will be mailed to parents three times a session, or at the close of each quarter. Special reports will be sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

To be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in *spelling*, *writing*, or *English composition*, or if she has failed in her *practice teaching*, or if her social attitude is such that, in the judgment of the faculty, she is unfitted to serve successfully as a teacher in the public schools.

CHARGE FOR DUPLICATE RECORDS

Quarterly reports are made on the work of students, and credits are issued to anyone withdrawing from the College or completing the requirements for graduation in any course. Due to the labor involved in issuing these credits a second or third time, a charge of \$1.00 will be made from now on *for duplicate credits* for each time of issuing.

DIPLOMAS AND DEGREES

The Diplomas and Degrees are furnished the graduates from the two year and the four year curriculum respectively at actual cost—\$1.25 for the Diploma and \$1.50 for the Degree. The Diplomas and Degrees are engraved on genuine parchment.

COMMENCEMENT

The exercises in connection with commencement are extremely interesting and important. They consist of commencement sermon, baccalaureate address, class-day exercises, Senior Class play, alumnae meeting, exhibits, announcements, and delivery of diplomas and degrees. Every student is expected to remain at the College through the commencement exercises, and is required to do so, unless excused by the President of the College.

THE QUARTER BASIS

This College is on the quarter basis. Four quarters are given during the calendar year, known as the Fall, Winter, Spring and Summer Quarters respectively.

Any three quarters of first year work may be taken to complete the first year course.

Any three quarters of second year work may be taken to complete the second year course.

THE SIX DAY BASIS

In conformity with the practice at other Colleges and in order to better distribute the faculty and student weekly load and for purposes of schedule simplification, this College maintains a six-day per week schedule, the Saturday classes being scheduled for the first four class periods.

SUMMER QUARTER

The Summer Quarter is of eleven weeks' duration and is divided into two terms. The following courses are offered during the Summer Quarter:

1. First, Second and Third Quarters of First Year Work.
2. First, Second and Third Quarters of Second Year Work.
3. First Grade Certificate Review Courses. (Not after 1926.)
4. College Credit Courses in Academic Subjects, Music, Industrial Arts, for the Special Certificate, or for Degree Credit.
5. Special Education Courses for Renewal of Certificates, or for Degree Credit.
6. Other Special Courses in Education, Art, Music, to aid teachers in their work, or for Degree Credit.

7. Special Course in Tests and Measurements for Certificate Renewal or Degree Credit.

8. Hygiene and Physical Inspection Course to meet the requirements of the West Law.

A Special Summer Quarter Catalog is published, ready by March 15th of each year.

The completion of any three quarters' work, whether consecutive or not, constitutes a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several professional subjects is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

POSITIONS FOR STUDENTS

It is the aim of the College to place its graduates in the most desirable positions obtainable that they are qualified to fill. We keep a permanent record of the work and teaching history of every student and of the Alumnae, and we will lend ourselves energetically at all times to the graduates in the matter of securing suitable positions.

OUR ALUMNAE

This College aims to keep in close touch with the activities of its alumnae. They are invited to visit the College as guests at any time, especially during commencement. The names and addresses of the alumnae are on the addressograph. The president of the Alumnae Association, the Alumnae secretary and the president of the College attempt to get in touch with every alumna either through personal visits or by correspondence during the school year. Every alumna is requested to send to the president any change in name and address of any alumna, which change has been made since the date of attendance at the institution. In giving this information kindly also give the former name and address.

EXTENSION BUREAU

This College maintains an active Extension Bureau through which it offers its services to teachers in the field throughout the

State. A definite program of extension activities has been worked out, the service is free, and all teachers are invited to use this service freely. Correspondence should be addressed to "Extension Bureau, State Teachers College, Fredericksburg, Va."

A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Teachers College at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools.

If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We maintain an appointment bureau through which we aim to keep in touch with available teachers, in order that we may assist the school officials in their selection. Write us, telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim is to give you reliable information as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend anyone if we have doubt as to her meeting your particular need. Write to us when you have vacancies, as we wish this College to serve you to the fullest extent.

Again, we invite you to visit the College. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your division.

VISITORS

The College at present has very limited accommodations for entertaining social visitors. A charge of 25 cents per meal and 50 cents per night will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Dean of Women. Local visitors who come to visit particular persons at the College will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited. Permission should be obtained from the Dean of Women to visit a student in her room.

STUDENT-ALUMNAE BUILDING

The students, faculty, alumnae and friends of the State Teachers College at Fredericksburg have during the past few years been working to secure funds for the erection of a student-alumnae building. This work will be continued until the necessary funds are in hand. A sufficient fund has already been raised and in prospect to justify the announcement that this building will be erected. It will cost a minimum of \$50,000. The building has already been designed by the College architect. A print of the building will be sent on request to any one interested.

THE TEA ROOM

The Tea Room was fitted up and opened in January, 1923, to the students and the public. This is a beautifully appointed room and is a very popular resort for both students and faculty. It is operated by the local chapter of the Alumnae Association for the benefit of the proposed Student-Alumnae Building. It is located in the rear basement of Willard Hall.

MOVING PICTURES

The College has a Powers Moving Picture Machine, and during the past session provided a number of moving pictures for the students.

ARTISTS COURSE

During the past session a splendid Artists Course of five numbers was presented at the College. This policy will be continued.

NEW OPEN-AIR THEATRE

The College has constructed a new open-air theatre in its beautiful grove to seat 800 persons. The material used is reinforced concrete. A special bulletin has been issued on this theatre, which will be sent on request. The theatre is used for plays and concerts, May Day and Commencement Exercises, and various types of student activities both during the Summer Quarter and in the Fall and Spring Quarters. Certain Summer Quarter classes are scheduled at the open-air theatre.

NEW CAPITAL OUTLAYS

The Legislative appropriation to the College will provide during the biennium March, 1926-March, 1928, the following permanent improvements:

- (a) New sewer system.
- (b) New Reo truck.
- (c) New dishwashing machine.
- (d) Hard-surfaced driveways through the campus.
- (e) New boiler in central heating plant.
- (f) New heating system for Monroe Hall.
- (g) New Dormitory
- (h) New Faculty home.

OUTDOOR YEAR-ROUND SWIMMING POOL

The College will construct during the summer of 1926 a commodious swimming pool 30x75 feet, with dressing rooms and shower baths and connected with the central heating plant for steam and hot water.

GENERAL NOTES

1. Students are preferably roomed by classes in order to facilitate good study conditions.
2. In addition to the regular study hours in the evening, students are expected to maintain quiet in the dormitories during the College day and to use to the best advantage the time when not in class.
3. A student who is compelled to withdraw from the College for any cause is expected to do so only after her parent or guardian has communicated with the President of the College.
4. Only professional students are received at this College.

QUALITATIVE STANDARDS

1. Scholarship.

- a. First year students who fail on fifty percent or more of their work for the first quarter are placed on probation for the second quarter and must make at least fifty percent of their work for the first year in order to be permitted to re-enter the College for the second year. Students doing hopelessly poor work at the end of the second quarter may, in the discretion of the Faculty, be asked to withdraw from the College at that time.
- b. Students in Second, Third, or Fourth years who do not make at least seventy-five percent of their work for two successive quarters may be asked to withdraw from the College.

2. Pre-requisites for Practice Teaching.

- a. Students in Courses I and II must make a grade of C or above on at least fifty percent of their work in order to be permitted to do practice teaching in the training schools.
- b. Students in Course III must make an average grade of C or above in each of the courses constituting their majors and minors.
- c. No student who has a condition or failure on more than four quarter hours of work may be permitted to enter the training school for practice teaching. Conditions may be removed while doing practice teaching only upon the advice of the training school supervisors with the approval of the Dean.
- d. Students who do not meet the above requirements can bring their work up to the standard by repeating courses on which their grade is D or below.

3. Grading System.

- a. The grading system is as follows:

A, Excellent.....	95-100
B, Good.....	88-94
C, Medium.....	82-87
D, Passing.....	75-81
E, Condition.....	68-74
F, Failure.....	Below 67

- b. Reports are sent to the parents at the end of each quarter.

Certificates

The State Board of Education grants the following certificates:

1. First Grade.
2. Elementary.
3. Normal Professional.
4. Special.
5. Collegiate.
6. Collegiate Professional.

The work at this College leads to any one of these certificates, and may be taken in summer or winter quarters or in a combination of the two.

FIRST GRADE CERTIFICATE

This certificate may be secured

- (a) by completing during the summer quarter of 1926 all the subjects in groups I, II, and III in the State Review Course, as follows:

<i>Group I</i>	<i>Group II</i>	<i>Group III</i>
Applicant's Form ..10	Grammar.....10	Algebra..... 5
Arithmetic.....10	Virginia His..... 5	Classics..... 5
U. S History 5	Civics..... 5	Eng. History..... 5
Geography..... 5	Theory..... 5	Agriculture..... 5
Hygiene..... 5	Drawing..... 5	Phy. Geog..... 5
Reading..... 5	Spelling..... 5	or
—	—	Gen. Science..... 5
40	35	—
		25

or

- (b) completing the first and second quarters of the first year professional course given at the College in both summer and winter sessions.

NOTE: Students who have completed part of courses under (a), based on attendance at a summer school will be given credit for those completed, whether completed by groups as outlined above or not, and may complete all the courses for full first grade this summer. Since no part of these courses will be offered after the summer of 1926, all students who contemplate securing a first grade certificate through these courses should come the first term and remain through

both terms if necessary. Only those students who have a minimum of eight high school credits are eligible for these courses. No provisional first grade certificate will be issued on completing a part of these courses. All subjects must be completed during the two terms of the 1926 summer quarter. The two terms may, as formerly, be combined. The Review Course in Hygiene will be especially adapted to meet the requirements of the West Law for those holding first grade certificate. No additional course will be required. On completing the first quarter of the first year professional course as stated in (b) above a provisional first grade certificate is issued, the complete first grade being issued when the second quarter's work has been completed.

Courses (a) above are given only in the Summer Quarter, and will not be offered after summer of 1926.

ELEMENTARY CERTIFICATE

The Elementary Certificate is issued on completing fifteen college session hours, or three quarters of professional study, distributed as follows:

I. Academic subjects, 3-4 session hours.

1. English.
2. History and social science.
3. Science.

II. Educational subjects:

1. General education, 2-3 session hours.
 - a. Principles of teaching.
 - b. Educational psychology.
 - c. Educational sociology.
 - *d. School management.
 - e. Rural school problems.
2. Health and physical education:
 - a. School hygiene and physical inspection of school children, 1 session hour.
 - b. Physical education, 1 session hour.
3. Elementary education, including special methods of teaching the various school subjects, 3-5 session hours.

*This or another of the courses in education shall embrace a detailed consideration of pupil accounting including a study of the records Virginia teachers are required to keep during the school session.

III. Applied arts, 2 session hours.

Music.

Drawing.

Manual training of industrial arts.

Home economics.

In lieu of the required certificate of proficiency in penmanship, credit for $\frac{1}{2}$ session hour in penmanship may be offered.

Those eligible for the professional course leading to the elementary and higher professional certificates are:

1. Graduates of accredited public high schools.
2. Graduates of accredited private high schools.
3. Holders of first grade certificates.
4. Those who pass the College Entrance Examinations.
5. Mature students over 20 years old, who under certain conditions may be registered as special students.

The Elementary certificate is good for seven years and is renewable.

NORMAL PROFESSIONAL CERTIFICATE

The Normal Professional Certificate is issued on the basis of completion of a prescribed two-year course of study in a standard normal school or teachers college which requires for admission graduation from a standard public or private high school, or successfully passing standard college entrance examinations. The program of studies must cover a minimum of 30 college session hours including the following subjects:

Practice teaching.....	2 to 3 session hours		
Physical education.....	1½	"	"
Teaching of physical education.....	½	"	"
School hygiene including physical inspection of school children.....	1	"	"
Penmanship.....	½	"	"
or certificate of proficiency in penmanship.			

This certificate is good for ten years and is renewable.

SPECIAL CERTIFICATE

This certificate is issued on the completion of 30 college hours, including six hours in each of two related subjects, three hours in education and one hour in physical education and inspection of

school children. The certificate permits the holder to teach in the High Schools of the State the subjects in which she has specialized. It is good for six years and is renewable. Students may specialize here on various groups and combinations of subjects from the following: English, Latin, French, Science, Mathematics, History, Music (piano and voice), Fine Arts, Industrial Arts, Commercial subjects, Physical Education, Home Economics. Such specialization may cover the two year course leading to the Special Certificate or the four year course leading to the Degree of Bachelor of Science in Education.

COLLEGIATE PROFESSIONAL CERTIFICATE

This is the highest grade of certificate issued by the State Board of Education, and is awarded to students who complete the four year course for the B. S. Degree from a standard teachers college. The emphasis for the four year course leading to the degree and certificate may be either in the elementary or in the secondary field. The teacher may thus be prepared for teaching and supervising the elementary school subjects and program or the high school subjects and program, or groups of special subjects in either field. Especial attention is called to this, since there is an evident misapprehension on the part of many who contemplate a four year degree course. Correspondence on this point is especially invited. The Collegiate Certificate is granted to those who have taken a degree, but have not included the minimum courses in Education. This College plans its degree courses to meet the requirements for the Collegiate Professional Certificate.

Professional Courses

FIRST YEAR

COURSE I—PRIMARY

Required:

Fall Quarter		Winter Quarter		Spring Quarter
<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Arts 101 Fine Arts.... 2		Arts 102 Fine Arts.... 2		*Ed. 123A Rd-Lang. etc. 5
Ed. 101 Psy..... 3		*Ed. 122A Prs. Tchg... 3		*Ed. 123B Arith..... 2
*Ed. 121 Com. Std.... 3		*Ed. 122B Hist.-Geog.. 3		*Ed. 123C Citizenship. 3
Eng. 101 Fund..... 3		Eng. 102 Comp..... 3		Eng. 103 Ch. Lit 3
H. Ed. 101 Hygiene... 3		Music 102 PS Music.. 1		P. Ed. 103 Gym..... 1
Music 101 PS Music.. 1		P. Ed. 102 Gym.... 1		Sc. 103 N. Study..... 2
P. Ed. 101 Gym..... 1		Sc. 102 N. Stdy 2		
16		15		16

NOTE: Piano or Voice are provided as substitutes or electives in exceptional cases.

No credit on less than 1 session.

*Ed. 121; Ed. 122A, B; and Ed. 123A, B, C constitute a unit course in Primary Education.

COURSE II—GRAMMAR GRADE

Required:

Fall Quarter		Winter Quarter		Spring Quarter
<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Ed. 101 Psy..... 3		Arts 112 Fine Arts.... 2		Arts 113 Fine Arts.... 2
*Ed. 131A Hist.-Geog. 3		*Ed. 132A Princ..... 3		*Ed. 133 Citizen..... 3
*Ed. 131B Arith..... 3		*Ed. 132B Lang. Sp.etc. 3		Eng. 103 Ch. Lit 3
Eng. 101 Fund..... 3		*Ed. 132C Hist.-Geog.. 3		H Ed 103 Hygiene... 3
Music 101 PS Music.. 1		Eng. 102 Comp 3		Music 103 PS Music.. 1
P. Ed. 101 Gym..... 1		Music 102 PS Music.. 1		P. Ed. 103 Gym..... 1
Sc. 101 N. Study..... 2		P. Ed. 102 Gym..... 1		Sc. 103 Nat. Std..... 2
16		16		15

NOTE: Piano and Voice are provided as substitutes or electives in exceptional cases.

No credit on less than 1 session.

*Ed. 131A, B; Ed. 132A, B, C; and Ed. 133 constitute a unit course in Elementary Education.

FIRST YEAR

COURSE III—HIGH SCHOOL

Required:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Ed. 101 Psy.....	3	H. Ed. 102 Hygiene ..	3	*Ed. 103 Intr. to Ed...	3
Eng. 101 Funds...	3	Eng. 112 Composition	3	†Eng. 113 H. S. Lit....	3
P. Ed. 101 Gym.....	1	P. Ed. 102 Gym.....	1	P. Ed. 103 Gym.....	1
	<u>7</u>		<u>7</u>		<u>7</u>

*Not required of Group E.

†Group E will substitute Business English for H. S. Literature.

Electives: Group A—English-History.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Eng. 131 Eng. Survey.	3	Eng. 132 Am. Survey.	3	Eng. 133 Cont. Lit...	3
SSc. 121 Bible Hist...	3	SSc. 122 Bible Hist...	3	Eng. 123 Bible Lit....	3
SSc. 111 Eng. Hist....	3	SSc. 112 U. S. Hist...	3	SSc. 113 Citizenship...	3
	<u>9</u>		<u>9</u>		<u>9</u>

Electives: Group B—English-Language.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Eng. 131 Eng. Survey.	3	Eng. 132 Am. Survey.	3	Eng. 123 Bible Lit....	3
Lang. 101 French.....	3	Lang. 102 French.....	3	Lang. 103 French.....	3
Lang. 111 Latin.....	3	Lang. 112 Latin.....	3	Lang. 113 Latin.....	3
	<u>9</u>		<u>9</u>		<u>9</u>

Electives: Group C—Math.-Science.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Sc. 111 Gen. Sc.....	4	Sc. 112 Gen. Sc.....	4	Sc. 113 Gen. Sc.....	4
Math. 101 Adv. Arith.	4	Math. 102 Col. Alg... 4	4	Math. 103 Col. Alg... 4	4
	<u>8</u>		<u>8</u>		<u>8</u>

Electives: Group D—Home Economics.

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Arts 121 Fine Arts...	3	H.Ec. 122 Home Nurs.	3	H.Ec. 123 C. of Child..	3
H.Ec. 101 Foods.....	3	H.Ec. 102 Foods.....	3	H.Ec. 103 Foods.....	3
H.Ec. 111 Clothing...	3	H.Ec. 112 Clothing... 3	3	H.Ec. 113 Clothing... 3	3
	<u>9</u>		<u>9</u>		<u>9</u>

Electives: Group E—Commercial.

Fall Quarter	Credit	Winter Quarter	Credit	Spring Quarter	Credit
Math. 101 Adv. Arith. 4		C. Ed. 102 Bookkg ... 5		Ed. 113 Prs. Com. Ed. 3	
C. Ed. 111 Shorthand. 3		C. Ed. 112 Shorthand. 3		Eng. 143 Bus. Eng ... 3	
C. Ed. 121 Typewriting 2		C. Ed. 122 Typing.... 2		C. Ed. 103 Bookkg ... 5	
	9		10	C. Ed. 113 Shorthand. 3	
				C. Ed. 123 Typing.... 2	
					16

Electives: Group F—A: Music

Fall Quarter	Credit	Winter Quarter	Credit	Spring Quarter	Credit
Mus. 101 P. S. Mus... 1		Mus. 102 P. S. Mus .. 1		Mus. 103 P. S. Mus .. 1	
Mus. 111 H. & C. Ev.. 3		Mus. 112 H. & C. Ev.. 3		Mus. 113 H. & C. Ev.. 3	
Mus. 121 S. S. & Dict. 2		Mus. 122 S. S. & Dict. 2		Mus. 123 S. S. & Dict. 2	
Mus. 131 Piano..... 2		Mus. 132 Piano..... 2		Mus. 133 Piano..... 2	
Mus. 141 Voice.....1.5		Mus. 142 Voice.....1.5		Mus. 143 Voice.....1.5	
Glee Club......5		Glee Club......5		Glee Club......5	
	10		10		10

B: Fine and Ind. Arts.

	Credit		Credit		Credit
Arts 121 Fine Arts.... 3		Arts 122 Fine Arts.... 3		Arts 123 Fine Arts.... 3	
Arts 131 F. Art Ed.... 2		Arts 132 F. Art Ed.... 2		Arts 133 F. Art Ed.... 2	
Arts 141 Ind. Arts.... 3		Arts 142 Ind. Arts.... 3		Arts 143 Ind. Arts.... 3	
	8		8		8

Electives: Group G—Physical Education.

Fall Quarter	Credit	Winter Quarter	Credit	Spring Quarter	Credit
P. Ed. 351 Cons.&Eqp. 2		H. Ec. 122 Home Nurs. 3		H. Ec. 123 C.&F. of Ch. 3	
Sc. 111 Gen. Sc..... 4		Sc. 112 Gen. Sc..... 4		Sc. 113 Gen. Sc..... 4	
SSc. 111 Eng. Hist.... 3		SSc. 112 U. S. Hist... 3		SSc. 113 Citizenship.. 3	
	9		10		10

COURSE I & II—PRIMARY AND GRAMMAR GRADES

SECOND YEAR

Required:

Fall Quarter						Winter Quarter						Spring Quarter					
<i>Credit</i>						<i>Credit</i>						<i>Credit</i>					
A B C						A B C						A B C					
Arts 201 Art.	Ap.	T	1	1		Arts 202 Art.	Ap.	.1	T	0		Ed. 203A Ed.					
Ed. 201A Ed.						Ed. 202A Ed.						Ed. 203B Ru.					
Soc.....		T	5	0		Soc.....		0	T	5		Soc.....		5	0	T	
Ed. 201B Ru.						Ed. 202B Ru.						Soc.....					
Soc.....						Soc.....											
Ed. 211 H. of Ed.	T	0	5			Ed. 212 H. of Ed.	.5	T	0			Ed. 213 H. of Ed.	0	5	T		
Eng. 201 Types .	T	3	0			Eng. 202 Types .	0	T	3			Eng. 203 Types.	3	0	T		
Eng. 211 Types .	T	3	0			Eng. 212 Read. .	3	T	0			Eng. 213 Read. .	0	3	T		
Eng. 211 Read ..	T	0	3			Mus. 262 Mus..						Mus. 263 Mus..					
						Ap.....	.0	T	1			Ap.....	.1	1	T		
P. Ed. 201 Gym.	T	1	1			P. Ed. 202 Gym.	1	T	0			P. Ed. 213 Gym.	1	1	T		
						P. Ed. 212 Gym.	0	T	1								
			10	10				10		10				10		10	

Electives: Group A—Academic.

Ed. 231 T. & M. T	3	3	Ed. 232 T. & M. T	3	3	Ed. 233 T. & M. T	3	3
Eng. 221 Cont.								
Lit. T	3	3	Eng. 222 C. Lit. T	0	0	Eng. 233 Cont.		
			Eng. 232 C. Lit. T	3	3	Lit. T	3	3
SSc. 221 Bib. His. T	3	3	SSc. 222 Bib. H. T	3	3	Eng. 253 Bib. Lit. T	3	3
SSc. 231 U.S. His. T	3	3	SSc. 232 U. S. H. T	3	3			
	12	12		12	12		9	9

Electives: Group B—Arts.

*Arts 211 Ind. A. T	3	3	*Arts 212 I. A. T	0		†Arts 223 Adv.					
			†Arts 222 D.&D. 0	T	3		D. & D. 3	3	T		
*Mus. 201 Ad.			*Mus. 202 Ad.								
Mus. T	2	2	Mus. 2	T	0						
			†Mus. 212 Ad.			†Mus. 213 Ad.					
			Mus. 0	T	2	Mus. 2	2	2	T		
	<u>5</u>	<u>5</u>		<u>5</u>	<u>5</u>		<u>5</u>	<u>5</u>			

*Repeated Second Quarter.

†Repeated Third Quarter.

Electives: Group C—Science.

Math. 101 Ad.							
Arith.....T	4	4	Ed. 232 T. & M.3	T	3	Sc. 103 N. Study.2	2 T
Sc. 111 Gen. Sc..T	4	4	Sc. 112 Gen. S .4	T	4	Sc. 113 Gen. Sc.4	4 T
Sc. 201 Biology..T	4	4	Sc. 202 Biology..4	T	4	Sc. 203 Biology..4	4 T
	<u>12</u>	<u>12</u>		<u>11</u>	<u>11</u>		<u>10</u> <u>10</u>

NOTE: Ed. 231-232-233 on Laboratory Basis—five periods, 2 double, 1 single.
Ed. 241-242-243 Practice Teaching and Conference, 15 credits.

COURSE III—HIGH SCHOOL—SECOND YEAR

Constants:

Fall Quarter		Winter Quarter		Spring Quarter	
	<i>Credit</i>		<i>Credit</i>		<i>Credit</i>
Ed. 201 Soc. or Ru. S.	5	Ed. 212 Hist. of Ed.	5	Ed. 223 Pres. Sec. Ed.	3
Mus. 261 Mus. Ap.	1	Arts 202 Art Ap.	1	Eng. 263 Eng. Survey.	3
P. Ed. 201 Gym.	1	P. Ed. 202 Gym.	1	P. Ed. 213 Gym.	1
	<u>7</u>		<u>7</u>		<u>7</u>

Electives: Group A—English-History.

*Ed. 231 T. & Meas.	3	*Ed. 232 T. & Meas.	3	*Ed. 233 T. & Meas.	3
Eng. 241 Cont. Lit.	3	Eng. 242 Shakesp.	3	Eng. 243 Shakesp.	3
SSc. 201 Anc. Hist.	3	SSc. 202 Med. Hist.	3	SSc. 203 Mod. Hist.	3
	<u>9</u>		<u>9</u>		<u>9</u>

Electives: Group B—English-Language.

*Ed. 231 T. & Meas.	3	*Ed. 232 T. & Meas.	3	*Ed. 233 T. & Meas.	3
Eng. 241 Cont. Lit.	3	Eng. 243 Shakesp.	3	Eng. 243 Shakesp.	3
Lang. 201 French.	3	Lang. 202 French.	3	Lang. 203 French.	3
Lang. 211 Latin.	3	Lang. 212 Latin.	3	Lang. 213 Latin.	3
	<u>12</u>		<u>12</u>		<u>12</u>

Electives: Group C—Math.-Science.

*Ed. 231 T. & Meas.	3	*Ed. 232 T. & Meas.	3	*Ed. 233 T. & Meas.	3
Math. 201 S. Geom.	3	Math. 202 Trig.	3	Math. 203 His. of Math	3
Sc. 201 Biology.	4	Sc. 202 Biology.	4	Sc. 203 Biology.	4
	<u>10</u>		<u>10</u>		<u>10</u>

Electives: Group D—Home Economics.

H. Ec. 201 Foods.	2	H. Ec. 202 Foods.	2	H. Ec. 203 Foods.	2
H. Ec. 211 Clothing	2	H. Ec. 212 Clothing.	2	H. Ec. 213 Clothing.	2
Sc. 301 Chemistry.	4	Sc. 302 Chemistry.	4	Sc. 303 Chemistry.	4
	<u>8</u>		<u>8</u>		<u>8</u>

Clothing and Cooking two double periods per week for three quarters.

Electives: Group E—Commercial.

C. Ed. 211 Accounts.	3	C. Ed. 212 Accounts.	3	C. Ed. 213 Accounts.	3
C. Ed. 221 Shorthd.	3	C. Ed. 222 Shorthd.	3	C. Ed. 223 Shorthand.	3
C. Ed. 231 Typing.	2	C. Ed. 232 Typing.	2	C. Ed. 233 Typing.	2
	<u>8</u>		<u>8</u>		<u>8</u>

*A one-quarter course repeated second and third quarters.

†Same as 111.

Electives: Group F—A: Music.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Mus. 201 Adv. Mus...	2	Mus. 212 Adv. Music.	2	Mus. 203 Theo. of Mus.	2
Mus. 221 Piano.....	2	Mus. 222 Piano.....	2	Mus. 223 Piano.....	2
Mus. 231 Voice.....	1.5	Mus. 232 Voice.....	1.5	Mus. 233 Voice.....	1.5
†Mus. 241 Mus. Appr.	1	Mus. 242 Mus. Appr.	1	Mus. 243 Mus. Appr.	1
Mus. 251 S. S. & Dict.	3	Mus. 252 S. S. & Dict.	3	Mus. 253 S. S. & Dict.	3
Glee Club.....	.5	Glee Club.....	.5	Glee Club.....	.5
	<u>10</u>		<u>10</u>		<u>10</u>

B: Fine and Industrial Arts.

Arts 231 Design.....	3	Arts 232 Design.....	3	Arts 233 Design.....	3
†Arts 241 Appr.....	2	Arts 242 Hist. of Art.	2	Arts 243 Hist. of Art.	2
Arts 261 Mech. Dr....	3	Arts 262 Ind. Arts....	3	Arts 263 Ind. Arts....	3
	<u>8</u>		<u>8</u>		<u>8</u>

†Students taking this course do not take Mus. 261.

†Students taking this course do not take Arts 202.

Electives: Group G—Physical Education.

*P. Ed. 231 Gym.....	2	P. Ed. 232 Gym.....	2	P. Ed. 233 Gym.....	2
P. Ed. 241 Anatomy...	3	P. Ed. 242 Anatomy..	3	P. Ed. 243 Physiology.	3
Sc. 201 Biology.....	4	Sc. 202 Biology.....	4	Sc. 203 Biology.....	4
	<u>9</u>		<u>9</u>		<u>9</u>

*Students in this group excused from P. Ed. 201-2-3.

¶COURSE III—ELEMENTARY & HIGH SCHOOL—THIRD YEAR

Required:

Fall Quarter		Winter Quarter		Spring Quarter	
<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
	A B		A B		
Ed. 301 Phil. of Ed...	0 3	†Ed. 302 Phil. of Ed.	3 0	Ed. 303 Phil. of Ed...	3
Ed. 311 Pr. Tch.....	5 0	Ed. 312 Pr. Tch.....	0 5		
Eng. 301 Read.....	0 3	†Eng. 302 Read.....	3 0	Eng. 303 Comp.....	3
*P. Ed. 301 Gym.....	1 0	P. Ed. 302 Gym.....	0 1	P. Ed. 303 Gym.....	1
	<u>6 6</u>		<u>6 6</u>		<u>7</u>

*Physical Ed. for teaching and non-teaching groups.

†Repeated for second quarter.

Electives: Group A—English-History.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
SSc. 301 Ind. His....	3	SSc. 302 Ind. Hist....	3	C. Ed. 243 C. Law ..	3
SSc. 311 Mod. Euo....	3	SSc. 312 Mod. Euo....	3	SSc. 313 Mod. Trends	3
	<u>6</u>		<u>6</u>		<u>6</u>

¶Courses are differentiated in content, practice teaching, supervision, etc., for Elementary teachers.

Electives: Group B—English-Language.

<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Lang. 301 French.....	3	Lang. 302 French.....	3	Lang. 303 French.....	3
Lang. 311 Latin.....	3	Lang. 312 Latin.....	3	Lang. 313 Latin.....	3
	<u>6</u>		<u>6</u>		<u>6</u>

NOTE: Students taking Groups A and B, who have not had one year of College Science, will elect Science to make up their quota of work.

Electives: Group C—Math.-Science.

Math. 301 Analytics ..	3	Math. 302 Analytics..	3	Math. 303 H. S. Meths.	3
Sc. 301 Chemistry....	4	Sc. 302 Chemistry....	4	Sc. 303 Chemistry....	4
	<u>7</u>		<u>7</u>		<u>7</u>

Electives: Group E—Commercial.

C. Ed. 301 Off. Tr....	3	C. Ed. 302 Off. Tr....	3	C. Ed. 303 Off. Tr....	3
C. Ed. 311 Acct.....	3	C. Ed. 312 Acct.....	3	*C. Ed. 313 Shorthand	3
				C. Ed. 323 Typeing .	3
SSc. 301 Ind. Hist....	3	SSc. 302 Ind. Hist....	3	C. Ed. 243 C. Law ...	3
	<u>9</u>		<u>9</u>		<u>9</u>

*Five periods.

Electives: Group G—Physical Education.

†P. Ed. 311 Playgr....	2	†P. Ed. 312 Pageantry.	2	†P. Ed. 313 Pageantry.	2
†P. Ed. 321 Massage...	2	P. Ed. 322 Phys. of Ed.	2	P. Ed. 323 Kinesiology	3
P. Ed. 331 His. of.....	3	P. Ed. 332 Prs. of P. Ed.	3	P. Ed. 333 Prs. of P. E.	3
P. Ed. 341 Gym.....	2	P. Ed. 342 Gym.....	2	P. Ed. 343 Gym.....	2
†P. Ed. 351 Con. & Eq.	2		<u>9</u>		<u>10</u>
	<u>11</u>				

†For both third and fourth year students 1926-27.

‡Not offered 1926-27.

COURSE III—ELEMENTARY AND HIGH SCHOOL—FOURTH YEAR

Constants:

Fall Quarter		Winter Quarter		Spring Quarter	
<i>Credit</i>		<i>Credit</i>		<i>Credit</i>	
Ad. 401 Adm. & Supv.	3	Ed. 402 Adm. & Supv.	3	Ed. 403 Teach., Supv.	
SSc. 411 Sociology....	3	*SSc. 412 Sociology....	3	& Conf.....	6
P. Ed. 401 Supv. Rec..	1	P. Ed. 402 Supv. Rec.	1	P. Ed. 403 Supv. Rec.	1
	<u>7</u>		<u>7</u>		<u>7</u>

*Group E omit.

Electives: Group A—English-History.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Eng. 401 Pub. Spk. 3	Eng. 402 †Tennyson . . . 3	Eng. 403 Browning . . . 3
Eng. 411 19th C. Poet. 3	Eng. 412 19th C. Novel 3	Eng. 413 20th C. Biog. 3
SSc. 401 Economics . . . 3	SSc. 402 Economics . . . 3	SSc. 403 Economics . . . 3
<u>9</u>	<u>9</u>	<u>9</u>

†Tennyson and Wordsworth are given alternate years. Tennyson given Session 1926-27.

Electives: Group C—Math.-Science.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
Math. 401 Calculus . . . 3	Math. 402 Calculus . . . 3	Math. 403 Calculus . . . 3
Sc. 401 Physics 4	Sc. 402 Physics 4	Sc. 403 Physics 4
SSc. 401 Economics . . . 3	SSc. 402 Economics . . . 3	SSc. 403 Economics . . . 3
<u>10</u>	<u>10</u>	<u>10</u>

Electives: Group E—Commercial.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
C. Ed. 401 Advt. 3	C. Ed. 402 Bus. Org. . . 3	C. Ed. 403 Banking . . . 3
C. Ed. 411 Sec. Proced. 3	C. Ed. 412 Surv. C. Ed. 3	*C. Ed. 413 Sh. & Ty. . 3
SSc. 401 Economics . . . 3	SSc. 402 Economics . . . 3	SSc. 403 Economics . . . 3
<u>9</u>	<u>9</u>	<u>9</u>

*Five periods.

Electives: Group G—Physical Education.

<i>Credit</i>	<i>Credit</i>	<i>Credit</i>
†P. Ed. 411 P. D. & Anth. 3	†P. Ed. 412 P. D. & Anth. 3	†P. Ed. 413 Sys. & Org. 3
P. Ed. 421 Corrective. 3	P. Ed. 422 Adv. Hyg. . 3	P. Ed. 423 Camp Craft 3
P. Ed. 431 Floor Work 3	P. Ed. 432 Floor Work 3	P. Ed. 433 Floor Work 3
<u>9</u>	<u>9</u>	<u>9</u>

†Not offered Session 1926-27.

NOTE: P. Ed. 311-12-13 for both third and fourth year students session 1926-27.

Departments of Instruction

EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in actual teaching under direction in the Rural and City Training Schools.

FIRST YEAR

Education 101: Psychology. In this course a study of the child is made from the standpoint of his original tendencies and characteristics, and the processes of his growth, development and education. Several phases of emphasis may be noted: First, a study of the nervous system as the basis of mental activity; second, the elementary mental processes, such as sensation, perception, memory, imagination, etc.; third, the learning process, with emphasis on instincts, capacities, habit formation, reasoning, etc.; fourth, characteristics of children at various stages of growth and development; fifth, individual differences—the normal, sub-normal and abnormal children and their treatment in the schools. Various tests and measurements are given in connection with the course.

Text: Averill, *A Psychology for Normal Schools*, or Gates, *Educational Psychology*.

Three periods per week for the first quarter.

Ed. 103: Introduction to Education. This course aims to introduce the student to the study of education and to orient her in the various influences and factors that are present in the great field of education. The course deals with the educability of the child; educational aims and values in a democratic society; the curriculum; the necessity of good methods; and public school organization. The place of different types and levels of education in the social order and the desirability of a scientific attitude receives consideration. The social possibilities and opportunities for service offered in the teaching profession is stressed. This course aims to prepare the student for the specialized study to come later.

Three periods per week for the third quarter.

Ed. 113: Principles of Teaching Commercial Subjects. This course begins with a study of the scope, the aims and the purposes of commercial education. Rather extensive outside reading, with reports and findings relative to the demands of commercial education in high schools, is required. General principles of teaching are applied to commercial subjects in particular. Special methods to be employed in teaching commercial subjects are stressed with a comparison of the relative values of each. Particular attention is given to the selection of those methods most suitable for a specific topic or class and those best adapted to the commercial topics included in the curricula of Virginia high schools.

Three periods per week for the third quarter.

Ed. 121: Community Study. The emphasis in this quarter of the unit course is on nature study, and helps to give the student the subject matter background necessary to teach Community Study in the primary grades. The study in this part of the course is primarily on problems relating to the plants and animals of the home and community, of the child and the state in which he lives. The emphasis in the second quarter—Ed. 122B.—is on Geography, and in the third quarter—Ed. 123C.—on Citizenship. The State Elementary course of study is used as a guide in the course.

Laboratory fee 75 cents.

One double and two single periods per week.

Ed. 122A: Elementary Education—Primary Grades. This course is a continuation of the principles developed in Educational Psychology, and is a related part of a "unit course" in elementary education in which laws of learning, principles of teaching, and management factors are studied in relation to the curriculum of the elementary grades. Observation in the training schools

constitutes a definite part of this and the other phases of this course. So far as practicable students are given apprenticeship experience in the training schools before they begin their actual teaching experience.

This course, or the corresponding grammar grades course, is required of all students for the Elementary and Normal Professional Certificates.

Three periods per week for the second quarter.

Ed. 122B: Primary Grades—History-Geography. The subject matter of this course includes community geography and history, the regional geography and the history of Virginia, and the regional geography of the Eastern United States. The State Elementary Course of Study is used as a guide in the selection and organization of material. The principles and methods of teaching the primary grades receive specific application to this group of subject matter. Especial attention is given to motivation and correlation as well as activities of the grades. Various types of lessons as well as methods of collecting materials for effective teaching are developed. Lesson plans are given, tried, discussed, and criticized in the light of recent developments in the teaching of History-Geography. Observation and demonstration lessons in the Training School.

Three periods per week for the second quarter plus one period of observation in the Training School.

Ed. 123A: Primary Grades—English: Reading, Composition, Spelling, and Penmanship. The purpose of this part of the unit course is (1) to lead the students to see and to discuss the problems that arise in the teaching of English, and to devise adequate solutions; (2) to familiarize the students with the many types of primary texts and to enable them to select and use the best effectively; (3) to observe, discuss and work out with students the various types of lessons used in the primary grades and to illustrate these types and the use of correlated materials in the organizing of lessons and lesson plans; (4) to show the application of the principles of education in the teaching of primary English.

While oral composition, spelling and penmanship in relation to simple written composition constitute part of this course, the major emphasis is on the teaching of reading in the primary grades. The Course of Study for Virginia Elementary Schools is studied and interpreted. A definite attempt is made to relate the reading, story work and composition of this course to the other portions of the primary curriculum.

Five periods per week for the third quarter.

Ed. 123B: Primary Grades—Arithmetic. In this division of the unit course the students are given a rapid review of the fundamentals of Arithmetic, with emphasis on the place of number work in the primary grades. Motive for teaching number work, its relation to the other phases of primary education, and ways and means of making it vitally interesting in the lives of small children constitute the chief aim of the course. Technique of procedure is more of an incident here.

The State Elementary Course of Study is used as a basis for the work.

Two periods per week for the third quarter.

Ed. 123C: Primary Grades—Citizenship. This course is a continuation of Ed. 122B. The background of History-Geography is here given a more specific application to the problems of community civics, such as arise in the primary grades. The basis experience of the child in the home, the neighborhood, the playground, the school, and the church is enlarged to include all the activities of the community with which the child should be familiar. This includes the simpler processes of government in the county, the city, and the State. Self-government finds expression in civic and self-government clubs of the grades in the schoolroom, and in the activities in the school building and on the school grounds.

Three periods per week for the third quarter.

Ed. 131A: Grammar Grades—History-Geography. This course builds a geographic foundation for understanding the regional and climatic conditions of human relationships in the different zones. The geographic conditions studied during the first four or five weeks are applied in the study of human geography of the United States, and the geographic background of American history. American history is studied through biography and problems centralized around special selected topics. Projects and problems arising from the study of geography to industrial relationships constitute a part of the course. The State Elementary Course of Study is used as a guide in the selection and organization of material. Lesson planning is assigned in relation to various lesson types. Lesson plans are developed, tried, criticized, and discussed in the light of recent developments in the teaching of History-Geography. Sources of material for instruction receive attention.

Three periods per week for the first quarter.

Ed. 131B: Grammar Grades—Arithmetic. In this section of the unit course the students take up a rather intensive study of the number work of the upper grades in the elementary school. Drill is given in the fundamentals and in the solving of simple problems. The State Elementary Course of Study is used in an attempt to develop definite relationships with the other subjects in the curriculum. Ways of motivating the work in relation to everyday life, and technique of procedure for best results, constitute definite parts of the course.

Ed. 132A: Elementary Education—Grammar Grades. This course is a continuation of the principles developed in Educational Psychology, and is a related part of a "unit course" in elementary education in which laws of learning, principles of teaching, and management factors are studied in relation to the curriculum of the grammar grades. Observation in the training schools constitutes a definite part of this and the other phases of this course. So far as practicable, students are given apprenticeship experience in the training schools before they begin their actual teaching experience.

This course, or the corresponding primary grades course, is required of all students for the Elementary and Normal Professional Certificates.

Three periods per week for the second quarter.

Ed. 132B: Grammar Grades—English. The purpose in this part of the unit course is to develop with the students the underlying principles in the teaching of reading, oral and written composition, literature, spelling and penmanship in the grammar grades. The work of the quarter is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject-matter. Free classroom discussion is conducted and each student should get a working knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, means for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades. Observation in the Training Schools constitutes a definite part of the course. Students see classes taught in the subjects of the intermediate and grammar grades, and discuss the work observed from the standpoint of educational principles. This work is done jointly between the education department and the other departments concerned, thus making a most valuable course from the standpoint of both subject-matter and educational practice.

Three periods per week for the second quarter.

Ed. 132C: Grammar Grades—History-Geography continued. The regional and climatic geography of the first quarter is here applied to a study of each of the continents. First, regional and climatic geography are studied in relation to the human geography (peoples—their customs, habits, occupations, industry, and commerce), and the history of North and South America. Starting from their commercial relations with the United States, the continents of the Old World (Asia, Europe, and Africa), are studied in relation to human geography. The use of the State Elementary Course of Study and the methods of Ed. 131A are continued. Observation and demonstration lessons in the Training School.

Three periods per week for the second quarter plus one period of observation.

Ed. 133: Grammar Grades—Citizenship. The background of Ed. 131A-132C is here applied to the ordinary problems of community civics. Specific problems of citizenship are worked out in their historical settings by various groups of students, and reported for class discussion. For example: functions of local government; local rural and city social and economic problems; functions of Virginia State government; Virginia school system; social and economic problems of Virginia; functions of the national government; the United States constitution; the family; industrial problems; agriculture; etc. The State Elementary Course of Study is used as a guide in the selection and organization of material. The methods of Ed. 132C are continued.

Three periods per week for the third quarter.

SECOND YEAR

Ed. 201A-202A-203A: Educational Sociology. This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy. Phases of mal-adjustment in the social order are considered from the standpoint of a remedial program. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

Five periods per week for the first quarter. Repeated in the second and third quarters.

Ed. 201B-202B-203B: Rural Sociology. This course aims to develop an understanding and appreciation of the social problems of the community having a population of 2,500 or less. The following are some of the topics for consideration: health and sanitation, morality, migration, poverty, lack of co-operation, scientific methods of farming, co-operative marketing, bad roads, leagues and parent-teacher associations, boys and girls clubs, the home, the church, and the school. At least one rural community will be the object of a detailed study. Lectures, readings, and special reports.

Five periods per week for the first quarter. Repeated the second and third quarters.

Ed. 211-212-213: History of Education. In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the quarter.

Text: Graves, Students' History of Education.

Five periods per week for the first quarter. Repeated for the second and third quarters.

Ed. 223: Principles of Secondary Education. The purpose of this course is to give students a broader and more comprehensive view of the field of high school education, and to lay the foundations in approved educational principles for the later practical work of the teachers in the high school. Some of the subjects dealt with in this quarter are: Adolescence, and the teacher's problems growing out of it; the organization and aims of the high school; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies: the real educational and disciplinary value of a subject; and the best methods of study and teaching.

Three periods per week for the third quarter.

Ed. 231-232-233: Tests and Measurements. This course deals with the newly developing Science of Classification, grading, progress, and promotion of students as determined by objective standards and measurements. A brief survey of the old methods of dealing with these problems is made, after which an examination of results obtained with the use of "Standardized Tests" and "Measurements" is taken up along with the actual use of many of the best available tests. Students are also given practice in scoring tests, finding the median, upper and lower quartiles, the middle fifty per cent, the norm, and etc. The course should be of inestimable value to the classroom teacher, as well as to the supervisor and administrative official.

One single and two double periods per week for the first quarter. Repeated for the second and third quarters.

Ed. 241-242-243: Practice Teaching. Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training Schools form the basis for a course in practice teaching. This course is required of every candidate for a diploma in Courses I and II. Practice teaching is also given in Course III, with special attention to subjects in which students are majoring. Its purpose is to give to the student-teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades and is required to observe the teaching of the subjects in the other grades of the school. Every student in Courses I and II teaches for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Students in Course III do practice teaching in the third and fourth years of the course. Educational tests are given during the teaching term, thus assuring acquaintance of students with the tests, and giving them a scientific basis for grading their students.

Ed. 251-252-253: Conference. Three hours each week are set aside for Training School Supervisors to meet the student teachers in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of

the non-teaching sections. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

Three periods per week for the first, second and third quarters for teaching students.

THIRD YEAR

Ed. 301-302-303: Philosophy of Education. This course treats of the factors making for civilization—the home, the school, the vocation, the state, the church, etc. The subject of education is approached from each of the following scientific viewpoints: the Biological, Physiological, Psychological, Sociological, and Philosophical. The course aims to determine the real place of education in society, the content of the curriculum, the best methods of procedure and to give a broader conception of the field of education—to apply more of the scientific and less of mere opinion to our educational process.

Text: Dewey, *Democracy and Education*, and other texts on each of the phases of education studied.

Three periods per week for two quarters.

Ed. 311-312 and 403: Practice Teaching. Degree courses. Students in Course III do teaching in the third and fourth years of the courses in which they are majoring. Students in Courses I and II do additional teaching and supervision in the fourth year of their course. So far as practicable this work is done under conditions similar to those under which graduates will likely teach after completing their course. In addition to this, practical work is made a part of all the courses.

Five or six periods per week for one quarter each year.

FOURTH YEAR

Ed. 401-402: School Administration and Supervision. In this course students make a more detailed study of school organizations, from the State Board of Education to the janitor; finance—national, state, and local; waste in education, and other factors that should be known and studied with a view to better organization, management, supervision, and teaching.

Three periods per week for the first and second quarters.

Ed. 403: Practice Teaching. Degree courses. In the four year courses students do six hours teaching in the subjects in which they are majoring. So far as practicable this work is done under conditions similar to those under which graduates will likely teach after completing the course. In addition to this, practical work is made a part of all the courses.

Six periods per week for the third quarter.

OTHER EDUCATIONAL SUBJECTS

In addition to the above outlined courses, methods of teaching the respective subjects are given in connection with the courses in Home Economics, Music, Nature Study, Agriculture, Fine and Industrial Arts, and Physical Education.

See these departments for full statements of courses.

ENGLISH

Every department of instruction in the College is urged to co-operate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wide range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared. Students who fail to show a reasonable standard of proficiency in English Fundamentals are required to take extra work, without credit, until such standard is reached.

FIRST YEAR

Eng. 101: English Fundamentals. This course is, first of all, an intensive study of the fundamentals of English in an attempt to discover and correct the weaknesses in the student's speech, grammar and composition work. The course includes technical work in language and such facts and principles in grammar as

contribute to the work in composition and literature. Definite objectives are set up for better speech and for effective work in oral and written composition.

While the major emphasis is placed on English fundamentals during the first quarter, these principles carry over and are followed up in the work in composition and literature in the second and third quarters, in all courses in English in the first year. Required of all first year students.

Three periods per week for the first quarter.

Eng. 102: Composition in the Primary and Grammar Grades. This course aims to apply the principles learned in English 101. There are many short themes emphasizing correct and effective sentence structure and paragraph organization. There is also one long theme calling for the proper use of library facilities and the proper method of making a bibliography and an outline.

Three periods per week for the second quarter.

Eng. 103A: Children's Literature. Primary Grades. Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the primary grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods per week for the third quarter.

Eng. 103B: Children's Literature. Grammar Grades. Through wide reading of appropriate material, this course aims to give a first-hand knowledge and appreciation of the different types of literature suitable for children in the grammar grades, and an understanding of the principles and methods of using it. Some time is given to the reading and teaching of poetry, to story-telling and to dramatization.

Three periods per week for the third quarter.

Eng. 112: Composition. The content of this course is practically the same as 102.

Three periods per week for the second quarter.

Eng. 113: High School Literature. This course provides for an extensive study of subject-matter, and problems of teaching literature in the high school. Discussions, reference reading, reports and reading of literature taught in high school form an important part of the work.

Three periods per week for the third quarter.

Eng. 123: Biblical Literature. In this course the Bible is regarded as a masterpiece of literature, affording studies in short stories and poetry, essays and oratory, drama and lyric. In turn, the contributions to literature by many acknowledged authors—who have drawn on Biblical data for both inspiration and for material—are studied by way of comparison or contrast.

Three periods per week for the second and third quarters.

Eng. 131: A Survey of English Literature. This course provides for a brief survey of English literature. Historical, social and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature as such.

Three periods per week for the first quarter.

Eng. 132: A Survey of American Literature. This course provides for a brief survey of American literature. Historical, social and religious tendencies of the various periods of national life are observed through a study of masterpieces from significant authors representative of the various periods, rather than through a study of the History of Literature as such.

Three periods per week for the second quarter.

Eng. 133: Contemporary Literature. This course aims to give a knowledge and an appreciation of the best literature of today in America, England, and, to a limited extent, in Europe. This quarter gives a survey of poetry and the drama.

Three periods per week for the third quarter.

Eng. 143: Commercial English. The aim of this course is to build, on a technical and fundamental foundation previously secured, a broad and cultural structure definitely related to the demands of "big business." In addition to the more incidental topics of paragraphs, punctuation, business vocabulary, common errors, and general principles of composition, the course includes the making of business reports—official, investigational, progressive, etc.—the English of advertising and selling, letters of application and related letters, circulars, form letters and form paragraphs, and the fundamentals of parliamentary procedure. The practical application of general principles of writing is emphasized in their relation to definite business needs.

Three periods per week for the third quarter.

SECOND YEAR

Eng. 201-202-203: Types of Great Literature. In this course an effort is made to familiarize the student with distinctive types of literature, both poetry and prose, as seen in the lyric, the epic, the drama, the novel, the short story, and the essay, and to give a knowledge and appreciation of the value of literature in individual and social life.

At least one classic under each of these types, with emphasis on appreciation, is included in this course.

Three periods per week for the first quarter. Repeated for the second and third quarter.

Eng. 211-212-213: Oral Reading. This course is designed to train the student in accurate and appreciative reading, both oral and silent, and through a study of the science of speech to free the voice from any restriction and to remedy any speech defect.

Three periods per week for the first quarter. Repeated for the second and third quarters.

Eng. 221-222: Same as English 133.

Three periods per week for the first quarter. Repeated for the second quarter.

Eng. 232-233: Contemporary Literature. This course aims to give a knowledge and an appreciation of the best literature of today in America, England, and, to a limited extent, in Europe. This quarter gives a survey of the short story, the literary essay, and the novel.

Three periods per week for the second quarter. Repeated for the third quarter.

Eng. 241: Contemporary Literature. Same as Eng. 232.

Three periods per week for the first quarter.

Eng. 242-243: Shakespeare. Selected plays from Shakespeare are studied giving a liberal acquaintance with the poet and amply illustrating the growth of his dramatic art. The study of a number of Shakespeare's comedies and tragedies and the preparation of a paper on a subject drawn from these plays is required in this course.

Comedies will be given in the second quarter and tragedies in the third.

Three periods per week for the second and third quarters.

Eng. 253: Biblical Literature. Same as English 123.

Three periods per week for the third quarter.

Eng. 263: English Survey. Same as Eng. 131.

Three periods per week for the third quarter.

THIRD YEAR

Eng. 301-302: Interpretation of the Printed Page. Material is selected for reading that will enrich the mind in all its faculties, give training in the elements of vocal expression and develop a voice to respond to thought and feeling.

Three periods per week for the first and second quarters.

Eng. 303: Advanced Composition. This course aims to give the student training in logical organization and effective expression in both oral and written composition. Considerable attention will be given to journalistic writing. Emphasis will be placed upon the editorial, the news report, the feature article, and other forms of journalism needed by editors and reporters of school papers and annuals.

Three periods per week for the third quarter.

FOURTH YEAR

Eng. 401: Public Speaking. This course aims to develop a clear, resonant speaking voice through a study of the manner, matter and art of public speaking. Practice in making forceful, effective speeches suitable to various occasions, demanding clear thinking as well as technique and poise, is required. Attention is given to a special study of vocabulary and a practical study of English phonetics.

Three periods per week for the first quarter.

Eng. 402: Tennyson. This course aims to give an appreciative study of Tennyson, the master artist in rhythm and melody, and Tennyson, the man, in relation to his period and to modern life.

Three periods per week for the second quarter.

Eng. 403: Browning. This course gives an appreciative and interpretative study of the mind and art of Robert Browning. Oral interpretation of Browning is required.

Three periods per week for the third quarter.

ENG. 411-412: Nineteenth Century Writers

Eng. 411: Poetry. This course is designed to offer to students a more comprehensive study of the works of outstanding poets of the Nineteenth Century, both English and American. The class work includes discussions and reports on assigned readings.

Three periods per week for the first quarter.

Eng. 412: The Novel. This course is designed to offer to students a more comprehensive study of the works of outstanding English and American novelists of the Nineteenth Century. The class work includes discussions and reports on assigned readings.

Three periods per week for the second quarter.

Eng. 413: Twentieth Century Biography and Essay. The object of this course is two-fold. The course aims to arouse an interest in the important men and women and the important events of today. It also aims to acquaint the student with the chief characteristics of biography, autobiography, the literary essay, and the magazine article as popular forms of contemporary literature.

Three periods a week for the third quarter.

MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum, and especially should this be true in a Teachers College, for in whatever work the teacher may engage, she will need the knowledge of mathematics and its principles. Besides, the industrial and commercial world furnish motivation for every important mathematical process in every-day life. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. The emphasis throughout the course is on number, the tool for solving problems of daily importance. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work. Especial emphasis is laid on the proper presentation of the State text-book.

FIRST YEAR

MATHEMATICS 101-102-103. High School Mathematics.

Math. 101: Advanced Arithmetic. This course is not a review of graded arithmetic, but is an advanced course based upon business problems and acquaints the students with laws, customs, and forms of business.

Text: Miner-Elwell-Touton, Business Arithmetic.

Four periods per week for the first quarter.

Math. 102: College Algebra. This course is both a brief review of High School Algebra from the teacher's standpoint and work in advance of that usually given in a High School course. Approved method of presentation accompany the work.

Text: Sicploff, College Algebra.

Four periods per week for the second quarter.

Math. 103: College Algebra. This is a continuation of Math. 102.

Text: Sicploff, College Algebra.

Four periods per week for the third quarter.

SECOND YEAR

MATHEMATICS 201-202-203. Advanced High School Mathematics.

Math. 201: Solid Geometry. This course is accompanied by a parallel review of Plane Geometry.

Text: Wells and Hart, Solid Geometry.

Three periods per week for the first quarter.

Math. 202: Trigonometry. This course is accompanied by practical application to field work.

Text: Robbins, Plane Trigonometry.

Three periods per week for the second quarter.

Math. 203: History of Mathematics.

Text: Histories of Mathematics and library references.

Three periods per week for the third quarter.

THIRD YEAR

Math. 301: Analytic Geometry.

Text: Smith and Gale, New Analytic Geometry.

Three periods per week for the first quarter.

Math. 302: Analytic Geometry. A continuation of 301.

Text: Smith and Gale, *New Analytic Geometry*.

Three periods per week for the second quarter.

Math. 303: Teaching High School Mathematics. The typical parts of Algebra and Geometry are discussed with the general aim of putting students in possession of approved methods. Papers and talks on assigned readings, discussions, and examination of text-books forms a part of this course.

Text: Schultze, *The Teaching of Mathematics in Secondary Schools*.

Three periods per week for the third quarter.

FOURTH YEAR

Math. 401: Differential and Integral Calculus.

Text: Davis and Brenke, *The Calculus*.

Three periods per week for the first quarter.

Math. 402: Differential and Integral Calculus. Continuation of 401.

Text: Davis and Brenke, *The Calculus*.

Three periods per week for the second quarter.

Math. 403: Analytic Geometry of Space.

Three periods per week for the third quarter.

SCIENCE

This department offers courses in Nature Study, General Science, Biology, Chemistry, and Physics.

These subjects dealing with natural phenomena, with nature and nature's laws, and man's relation to life, if approached in a way to realize their possibilities, furnish a field for observation along special lines; exercise in knowledge-acquisition through the study of concrete objects and experimentation; train the judgment and yield information of especial value.

FIRST YEAR

Sc. 101: Nature Study. Fall Quarter. This course includes a study of plants and animals including wild flowers, trees, shrubs, insects, and birds. Emphasis is placed upon identification, adaptation to environment and relationship to man.

Laboratory fee, 75 cents.

One single and one double period per week for the first quarter.

Sc. 102: Nature Study. Winter Quarter. This course deals with methods of teaching Nature Study in the primary and grammar grades. Using the Course of Study for the Virginia Elementary Schools as a basis, projects are worked out dealing with the psychological selection and presentation of material and the correlation of Nature Study with the other subjects of the grades.

Three periods per week for the second quarter.

Sc. 103: Nature Study. Spring Quarter. This quarter offers an intimate study of birds, spring flowers, trees, and insects. School gardening is an important phase of the work.

Laboratory fee, 75 cents.

One single and one double period per week for the third quarter.

Sc. 111-112-113: General Science. This course is intended for those preparing to teach General Science in high schools. In addition to the study of standard texts, the work embraces projects, excursions, reports, lecture demonstrations, laboratory work, and practical experience in conducting, designing and equipping a school laboratory.

Text: To be selected.

Two single and two double periods per week for the session.

Laboratory fee: \$1.50 per quarter.

SECOND YEAR

Sc. 201: General Botany. Fall Quarter. The aim of this course is to acquaint the student with the structure and functions of the plant and the relationship of both structure and function to the environment. Methods are developed with the subject-matter through lecture, recitation, and the laboratory.

Laboratory fee, \$1.50.

Two single and two double periods per week.

Sc. 202: General Zoology. Winter Quarter. This course deals with the structure of type animals of both the invertebrate and vertebrate groups. Special consideration is given to the interdependence of animals and man.

Laboratory fee, \$2.00.

Two single and two double periods per week.

Sc. 203: Plant Physiology. Spring Quarter. This course deals with the physics and chemistry of the living plant. All applications are made to agricultural practice. The aim is to give the student a knowledge of the fundamental principles of life and at the same time, through the applications, to make it practical.

Laboratory fee, \$2.00.

Two single and two double periods per week.

THIRD YEAR

Sc. 301-302-303: General Chemistry. This is a course for students who have had no previous chemical training. The course is designed to bring out the relation between the fundamental principles of chemistry and their applications, and to especially emphasize the applications of chemistry to things of practical interest in the home and in the commercial world. Special laboratory work will be arranged to meet the needs of students in Home Economics.

Text: McPherson and Henderson, *An Elementary Study of Chemistry*.

Two single and two double periods per week for the session.

Laboratory fee, \$2.00 per quarter.

FOURTH YEAR

Sc. 401-402-403: General Physics. This course aims to give a thorough elementary knowledge of Mechanics, Heat, Sound, Light and Electricity. Instruction is by means of lecture, lecture demonstration, and individual laboratory work by the students.

Text: To be selected.

Two single and two double periods per week for the session.

Laboratory fee, \$1.00 per quarter.

SOCIAL SCIENCES

NOTE: Geography, History, and Citizenship courses are listed under Education for the Elementary Grades.

Sc. 111-112-113: History and Citizenship. The intention of this course is to acquaint the student with the evolution of British and American institutions, which characterize the political, social and economic systems of our national life. On this basis, the regnant problems with which every good citizen ought to be conversant, receive discussion in the last quarter.

S. Sc. 111: English History is rapidly reviewed, using the topical method, to provide an ample background for the history of the United States.

Three periods per week for the first quarter.

S. Sc. 112: Epochs of American History. While attention is given to chronological history, problems of American democracy and the evolution of American institutions and political doctrines are given chief attention. The work is a systematic college course to provide a background for teaching in elementary and high schools.

Three periods per week for the second quarter.

S. Sc. 113: Citizenship. The ordinary problems of government developed in course 112 here receive a wider treatment in the forms and powers of government. The United States constitution receives attention. Current political, social and economic problems are intensively studied by debates, problems, reports and discussions from periodicals. The development of good citizenship is stressed. Students subscribe for one periodical for the duration of the course.

Library reference work.

Three periods per week for the third quarter.

S. Sc. 121-122: Biblical History. This course is, necessarily, a rapid historical study of the Old Testament. The student begins the work by making an individual map of the Holy Land thereby becoming conversant with its Geography, its Topography, and the outstanding cities and mountains where things of historical significance have occurred. From this map the student follows the "radiating lines" which lead to the ancient civilization in Egypt, Assyria, and Babylonia. In addition, the great characters of this time are studied that the student may discover for herself the human-ness of their traits and the part they played in the making of History; in a study of the evolution of the governments of Biblical peoples the student also sees them, in many instances, confronted by just such civic issues and governmental problems as characterize the march of events in the history of modern nations.

Three periods per week for the first and second quarters.

SECOND YEAR

S. Sc. 221-222: Biblical History. Same as 121-122.

Three periods per week for the first and second quarters.

S. Sc. 231-232: American History. For the Elementary Grades. This course in U. S. history specially adapts the subject-matter for those teaching the elementary grades. 232 is a repetition of 231 for teaching seniors.

Three periods per week for the first and second quarters.

S. Sc. 201-202-203: European History. This course covers from the prehistoric period to 1815 A. D. A collegiate course for either major or minor in history.

S. Sc. 201: Early European History—to the “fall” of the Roman Empire.

Three periods per week for the first quarter.

S. Sc. 202: Early European History—from the Germanic invasions to the Reformation (1517).

Three periods per week for the second quarter.

S. Sc. 203: Early Modern European History—from the Reformation to the Congress of Vienna (1815).

Three periods per week for the third quarter.

THIRD YEAR

S. Sc. 301-302: Social and Industrial History of England and the United States. This course deals with the development of invention and the change from the domestic to the factory system of production. It exhibits in some detail the change in our economic organization in agriculture, commerce, industry, and finance, which came about as the result of the Industrial Revolution. The lines of development in England and the Continent of Europe during the Nineteenth Century will show the influence of these factors on the modern world. The special development of these forces in the creation of a new empire in America will be treated in considerable detail.

Three periods per week for the first and second quarters.

S. Sc. 311-312-313: Modern History. The Nineteenth Century and the Twentieth century. Beginning with the Industrial Revolution (1793), this course develops the intricate problems of modern civilization. Historical research is a required part of this course.

Prerequisites: Social Science 201-202-203, or its equivalent.

S. Sc. 311: Nineteenth Century. The period of nationalism and democracy to the Third Republic. (1870.)

Three periods per week for the first quarter.

S. Sc. 312: Nineteenth-Twentieth Centuries. The period of capitalist imperialism. (1870-1914.)

Three periods per week for the second quarter.

S. Sc. 313: Modern Trends. Problems growing out of the World War, 1914 to date. Study of source materials from current books and periodicals.

Three periods per week for the third quarter.

FOURTH YEAR

S. Sc. 401-402-403: Principles of Economics. This course is an advanced study in the theory of Economics. The theories of material values, the principles underlying the mediums of business intercourse, and the relations of theory to practice as applied to modern business organization and to educational sociology are treated in some detail.

S. Sc. 401: The first quarter takes up human wants in relation to wealth and exchange. The production of wealth ensues in a study of Capital, Rent and Interest.

Three periods per week for the first quarter.

S. Sc. 402: The second quarter considers the human factor in production: labor, wages, contract, and the place of the producer in the economic scheme. From the standpoint of enterprise, the study considers costs, profits, monopolies, manipulation and prices. Some attention is given to international relations as bearing on the internal economic structure.

Three periods per week for the second quarter.

S. Sc. 403: The third quarter treats the social aspects of economic relations. The theory of property and inheritance, income and consumption, ownership, government and taxation, banking, transportation, and the economic future of society.

Three periods per week for the third quarter.

S. Sc. 411-412: Sociology. The principles of pure Sociology are studied as a background for applied Sociology.

S. Sc. 411: Pure Sociology. The organization of group life is studied in relation to the primary, intermediate, and secondary groups. Specific institutions, representing each type, are given intensive study.

Three periods per week for the first quarter.

S. Sc. 412: Applied Sociology. The principles studied in pure Sociology are applied to current social problems, which are assigned as special topics for report and discussion. Special first hand investigations include group studies of local industries, local social problems, and methods of scoring social activities. These first hand investigations are in a large measure determined by the interests of the group, and the social opportunities offered by the community. An attempt is made to apply sociological principles to every day life.

Three periods per week for the second quarter.

Equipment: The department is well equipped for its work. A special room is fitted with ample laboratory equipment and an atmosphere of socialized study. The equipment includes specimens of minerals, political, topographical and blackboard outline maps, historical maps in series, desk maps, globes and planetariums, a complete collection of 1,200 specimens arranged under 38 topics, 18 special industrial collections, illustrating manufacturing processes, two baloptican lanterns, one stationary and one portable with 500 slides and capacity for showing printed pictures, 48 completely illustrated and bound projects for class and Training School uses; a special juvenile library for history and geography study; and a growing collection of over 6,000 pictures gathered by students, supervisors and pupils in the Training School. The College also owns a moving picture machine which is used for educational purposes.

LATIN

In the Latin courses stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon, and the practical value for the teacher is emphasized.

Lat. 111-112-113: Latin. This course includes selections from Books V, VI, and VII of Caesar; Cicero's Orations against Catiline; the Manilian Law; readings on the Life and Times of Cicero; Vergil's Aeneid; study of Roman and Greek Mythology; the Life of Vergil; and Latin versification.

Prerequisite: Two years of High School Latin.

Three periods per week for the session.

Lat. 211-212-213: Principles of Teaching Latin. This course affords a more intensive study of Caesar, his career and character; his conquests and writings; Roman life and literature; slight review of Cicero, with comparison of Caesar and Cicero; study of Roman oration; review of Vergil, with further study of his life; the Augustan age; Roman epic poetry; scansion and rhythmical reading; the dactylic hexameter; oral and sight reading; selected Odes from Horace; and a contrast of lyric and epic poetry. The major emphasis in this course is on the fundamental principles underlying the teaching of Latin in the High School, with lesson plans and demonstration lessons.

Prerequisite: Latin 111-112-113.

Three periods per week for the session.

Lat. 311-312-313: Latin. An advanced course in which attention is given to Roman history, with selections from Livy and Tacitus; and to Roman lyric poetry, with selections from the Odes of Horace. Parallel readings in Latin and English are required.

Prerequisite: Latin 211-212-213.

Three periods per week for the session.

FRENCH

In the last few years we have been brought into such close relationship with France that it is most unfortunate not to have some knowledge of the French language. Hardly a day passes that we do not find French phrases in magazines and papers. For this reason French is one of the most practical subjects that the students of today can take. The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student has constant training in reading and speaking French.

Fr. 101-102-103: French. A course in the study of the French language and literature. Readings are taken from the works of Dupres, Daudet, Merrimee, Moliere, Dumas, and others. Written and oral composition based on the texts. Grammar review and phonetics.

Prerequisite: Two years of High School French.

Three periods per week for the session.

Fr. 201-202-203: French. A continuation course in advanced readings in French Literature. Attention is given to modern methods of teaching French. Lesson plans and demonstration lessons are worked out as the course progresses.

Prerequisite: French 101-102-103.

Three periods per week for the session.

Fr. 301-302-303: French. An appreciation course in the survey of French Literature, with special attention to selections from the romantic and realistic writers.

Prerequisite: French 201-202-203.

Three periods per week for the session.

HOME ECONOMICS

The course in Home Economics includes subjects dealing with food, clothing, and shelter as related to the welfare of the home. These courses are planned to meet the needs of students who may become teachers of these subjects in the schools; and to train students to become efficient home-makers.

The health and happiness of a home depends upon the knowledge and skill of the woman who has the home in her keeping; her ideals of home life; and her ability to carry these out in a practical scientific way. Hence, the courses in foods, textile study, dressmaking, millinery, home nursing, and home management are given with these specific aims in mind—to develop ideals of better home-life by a knowledge of true economy in the selection of foods and textile materials used in the home; by practical training in menu-making from a health standpoint, as well as attractiveness of service; in the practical processes of sewing and dressmaking; and the study of problems connected with efficiency in home management; and study of school lunches.

Open to all students who elect Course III.

All students who enter food classes are requested to have at least two long white aprons.

FIRST YEAR

H. Ec. 101-102-103: Foods and Cookery. This course is a beginning study of foods from the standpoints of composition, nutritive value and place in diet; practice is given in applying principles of cooking to carbohydrates, fats, proteins and foods containing

mineral salts, water and vitamins; simple meals are planned, prepared and served, according to the needs and home environment. Special methods of teaching Foods and Cookery are studied.

Open to students electing Course III.

Text: Greer, Textbook of Cooking.

Fee, 50 cents per quarter.

One single and two double periods per week for the session.

H. Ec. 111-112-113: Clothing. This course includes the study of cotton and linen; manufacture and character of the fibers, their cost and adaptability in garment-making; a study of the fundamental stitches; of commercial patterns; practice in both hand and machine sewing in the making of undergarments, simple dresses; and methods of teaching Clothing.

Open to students electing Course III.

Fee, 50 cents for the quarter.

One single and two double periods per week for the session.

H. Ec. 122: Home Nursing. The aim of this course is to give helpful suggestions on the home care of the sick. It is not designed to fit anyone sufficiently to permit her to become either a registered or trained nurse or attendant.

Three periods per week for the second quarter.

H. Ec. 123: Care and Feeding of Children. This course includes a study of the baby, his care, clothing, and diet. This is followed by study of the child at different ages, the diet best adapted to his growth at each age, and the preparation in the food laboratory of foods for children. The school lunch-box, the hot school-lunch, and food for the adolescent are considered.

Three periods per week for the third quarter.

SECOND YEAR

H. Ec. 201-202-203: Foods and Cookery. This course includes a study of the problems of well-balanced meals; and menu-making for breakfasts, luncheons and dinners. The various methods of preparation and garnishing of foods is emphasized. The different styles of Table Service are used in the actual serving of varied menus for breakfasts, for luncheons, and for dinners. Effort is made to develop initiative and skill of students in applying

principles of cookery with successful results. This course includes Home Management.

Open to students who have had Foods and Cookery 101-102-103, or its equivalent.

Lectures, laboratory work and reference reading.

Text: Fannie M. Farmer, Boston Cooking School Cook Book.

Fee, \$1.00 per quarter.

One single and two double periods per week for two quarters.

H. Ec. 211-212-213: Clothing. Principles of design are emphasized in the choosing of materials and the selection of patterns, suitable to the wearer and to the occasion. Practice is given in accurate measurements, drafting patterns, economical cutting and fitting. Particular attention is given to the study and use of silks; the adaptability of the finer cotton and silk materials to undergarments and dresses; study of wool and use of woollen materials in making clothing. Millinery in the third quarter.

Open to students who have had Clothing 111-112-113.

Text: Laura I. Baldt, Clothing for Women.

Fee, 25 cents per quarter.

One single and one double period per week for two quarters.

FINE AND INDUSTRIAL ARTS

The field of art is so broad that it cannot be included in the public school curriculum, in its entirety. Certain fundamentals or objectives must be determined upon as a basis for work. The Art School trains the professional artist—the Public School should equip the individual to meet intelligently such problems in art as will confront him regardless of profession or trade. The art courses aim to acquaint the student thoroughly with the principles of art, and at the same time to apply and adapt these principles to public school needs.

We believe that the course of study in art should exist as a “permanent state of mind—a habit or body of habitual practices”—that is, it should be largely an outgrowth of problems that come up and be applied to all things—not so much a set of things to be done, but rather a development of good judgment and cultivated appreciation, so that an ideal is established for doing all things in a fine way.

Fees in this department cover cost of tools and materials used.

The principal reference books used are: Arthur W. Dow, Composition; Ernest Batchellor, Design in Theory and Practice;

The Industrial Arts Text-books; The Applied Arts Drawing Books; The Art Course for Chicago Public Schools; Marten, Manual Training Play Problems; Brigham, Box Furniture; Vaughn, Printing and Bookbinding; Frederick Whitney, Black-board Sketching; Pellew, Dyes and Dyeing; White, How to Make Baskets; Cole, Industrial Education in the Elementary Schools; Forman, The Story of Useful Inventions; Katherine E. Dopp, Place of Industries in Elementary Education, The Tree-Dwellers, The Early Cave Man, The Later Cave Men; Ballard, Handwork as an Educational Medium; Johnston, Writing and Illuminating and Lettering; Dillaway, House Planning and Furnishing, Decoration in the School and Home; Cox, Pottery; Binns, The Potters' Craft; Noyes, Handwork in Wood; Brace and Mayne, Farm Shop Work; Bolman, Art in Dress; Ebelien and McClure, The Practical Book of Period Furniture; Bailey, Art Education; Thatcher, The Story of Paper Making, The Story of Books, Simple Soldering; Parsons, Principles of Advertising Arrangement; Reinach, Appollo; Winslow, Elementary Industrial Arts; Rocheleau, Great American Industries Series; Van Loon, The Story of Mankind; Marot, The Creative Impulse in Industry; Spearing, The Childhood of Art; Munsell, A Color Notation; Bonser and Mossman, Industrial Arts for Elementary Schools.

FIRST YEAR

Arts 101-102: Fine Arts—Drawing, Design and Application. This course includes a study and application of the principles of design through line, dark and light, and color to projects arising in the primary grades. Also a brief study and application of principles governing representative drawing.

Two double periods per week for the first and second quarters.
Fee, \$2.00.

Arts 112-113: Fine Arts—Drawing, Design and Application. This course includes a study and application of the principles of design through line, dark and light, and color to projects arising in the grammar grades. Also a brief study and application of the principles governing representative drawing.

Two double periods per week for the second and third quarters.
Fee, \$2.00.

Arts 121-122-123: This course includes a study and application of the principles of design through line, dark and light, and color to projects arising in the junior high school. First quarter: The

study of principles of art and composition. Second quarter: Study of primitive design and modern possibilities. Third quarter: Application of principles studied in first quarter.

Three double periods per week for the session.

Arts 131-132-133: Fine and Industrial Arts Education. Theory and practice of teaching fine and industrial arts in the grades and high school, including aims, place, relation to other subjects, observations and discussions.

Two periods per week for the session.

Arts 141-142-143: Industrial Arts. First quarter: Mechanical drawing. Second quarter: Brief handling of wood and shop equipment. Third quarter: Projects in wood for junior high school.

Three double periods for the session.

SECOND YEAR

Arts 201-202: Art Appreciation. A discussion of the opportunities open to every teacher for teaching art appreciation, including a study of pictures suited to the grades and high school. A brief survey of the field of art in all ages is also given. An illustrated note book required.

Two single periods per week for the first quarter. Repeated for the second quarter.

Fee, 75 cents.

Arts 211-212: Industrial Arts. The subject-matter and projects in this course center about man's needs in the following particulars, viz.: foods; shelter; clothing; utensils; weapons, tools, machinery; records; and how man in the past and present has transformed raw materials into usable products. The subject-matter and projects are adapted to primary and grammar grade needs.

Three double periods per week for the first quarter. Repeated for the second quarter.

Arts 222-223: Advanced Drawing and Design. 101-2 or 111-12 prerequisite. Application of principles studied in 101-2 or 111-12.

Three double periods per week for the first quarter. Repeated for the second quarter.

Fee, \$2.50.

Arts 231-232-233: Design. First quarter: Lettering and poster making. Second quarter: Figure work and illustration. Third quarter: Costume design and interior decoration.

Three double periods for the session.

Arts 241: Fine Arts. Advanced study of color through water, oils, and tempera paints.

Two double periods per week for the first quarter.

Fee, \$2.50.

Arts 242-243: History of Art. An appreciative study of painting, sculpture, architecture and the minor arts in historical development.

Two periods per week for the second and third quarters.

Arts 261: Mechanical Drawing. Manipulation and use of drawing instruments, and the making of simple working drawings for problems to be worked out in the shop; drawings of apparatus for experiments in science classes; reading of blue prints.

Three double periods per week for the first quarter.

Fee, \$2.00.

Arts 262-263: Industrial Arts. A more comprehensive study of the work covered in Industrial Arts. The emphasis is upon problems for the primary and grammar grades.

Three double periods per week for the second and third quarters.

Fee, \$2.50.

MUSIC

The department offers two courses:

- (a) A course meant to provide comprehensive training for teachers who teach public school music in the grades.
- (b) A more extensive course in Music leading to the Special Certificate for teaching Public School Music and Piano.

Prerequisites for the course leading to the special certificate in Music are:

1. An acceptable singing voice.
2. Ability to sing a familiar hymn without accompaniment.
3. Ability to play simple hymns and the major scale in any key.

Mus. 101-102-103: Teacher's Graded Course. This course is intended for beginners. In order to complete the work the student must be able to sing at sight, individually suitable music for the first five grades.

Mus. 101: Music. This course comprises the work of the first three years in the grades.

Material: Dann, First Year Music; Second Year Music; Third Year Music; Teacher's Manual Complete; Music Writing Book, Number I.

Two periods per week for the first quarter.

Mus. 102: Music. This course is a continuation of Music 101, and covers the work of the fourth and fifth grades.

Material: Dann, Fourth Year Music; Fifth Year Music; Teacher's Manual, Complete; Music Writing Book, Number II.

Two periods per week for the second quarter.

Mus. 103: Music. This course is a continuation of Music 102, and covers the work of the sixth grade.

Material: Dann, Sixth Year Music; Teacher's Manual, Complete; Music Writing Book, Number III.

Two periods per week for the third quarter.

The method of presenting the various phases of the work in the grades is taken up when the different subjects are introduced.

Mus. 111-112-113: History of Music and Current Events. Outlines of Music and Musicians from the earlier musical attempts to the present time. Supplementary reading outlined. The various types of composition are illustrated by the use of the talking machine. A continuous course requiring three quarters for completion. It is necessary for the student to be familiar with current events.

Material: Stanford and Forsyth, A History of Music; Musical America is used as a text for the study of current events.

Three periods per week for the session.

Mus. 121-122-123: Sight Singing and Dictation. The aim of this course is to make the student proficient in reading at sight, either with the Latin syllables or with the text, the music in the standard texts used in the public schools; and through dictation, involving the study of tone and rhythm, to gain for the student the power to recognize, visualize, sing, and write melodic phrases

in all keys. The necessity of training the ear through sight-singing and dictation is recognized as vital to successful work in music.

Texts: Standard Graded Course in School Music.

Two periods per week for the session.

Mus. 131-132-133: Piano and Theory. The scope of the work for the first year is as follows: the first eighteen theory lessons of the Progressive Series, major scales, ear training, technical exercises and studies and compositions, one of which is to be memorized during the year.

Two periods per week for the session.

Mus. 141-142-143: Voice Training. This course provides individual voice training and class-wise instruction in same. Correct posture, breathing, tone production, diction are studied.

At least one to two recitals are given each quarter.

Two half-hour periods of class work per week, plus one-half hour daily practice.

SECOND YEAR

Mus. 201-202: Advanced Music. The following are some of the topics for consideration: Classification of Voices, The School Chorus, the Glee Club, the Quartet, the Trio, the Changing Voice and Methods for Caring for Same, Materials Suitable for High School Purposes, Chorus Conducting, Orchestra Conducting.

Two periods per week for the first quarter. Repeated for the second quarter.

Mus. 203: Theory of Music. Construction of major, minor and chromatic scales, tetrachords, key signatures, technical names of scale tones, intervals, analysis and location of triads, musical form, acoustics, etc.

Material (or text): Gherkins, Notation and Terminology of Music.

Two periods per week for the third quarter.

Mus. 212-213: Advanced Music. Same as 201-202.

Two periods per week for the second quarter. Repeated for the third quarter.

Mus. 221-222-223: The second-year requirements in piano are as follows: the second eighteen theory lessons, major and minor scales, ear training continued, technical exercises and studies and compositions, two of which must be memorized during the year.

Two periods per week for two quarters.

Mus. 231-232-233: Vocal Music. Same as Vocal Music 141-142-143 except of a more advanced character.

Two half-hour periods of class work per week, plus one-half hour daily practice.

Mus. 241-242-243: Music Appreciation. There is a more extensive course than 261-262-263, providing a general knowledge of History of Music. The teaching of Music Appreciation in the grades and high school is studied. A notebook in connection with the course is required.

Two periods per week for the session.

Mus. 251-252-253: Sight-Singing and Dictation. A continuation of the sight-singing and dictation course offered in the first year. Completion of the course requires the ability to sing all intervals in major and minor keys, all chromatic tones, and to understand all kinds of meter and rhythms used in standard texts. Through dictation the musical memory is developed and the ability to write an entire phrase after one hearing is gained.

Three periods per week for the session.

Mus. 261-262-263: Music Appreciation. This course provides a general knowledge of History of Music. The teaching of music appreciation in the grades is studied. A notebook in connection with the course is required.

Two periods per week for the first quarter. Repeated for the second and third quarters.

Fee, 50 cents.

Glee Club: The members of the Glee Club are selected by the director.

One period per week for the session.

PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) to correct in so far as possible faults of posture and physical defects; (3) to acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

FIRST YEAR

P. Ed. 101: Songs and Games, Stories and Rhythmic Plays. In the first year the work is almost entirely practical, although time is taken to study and discuss the value of games, plays and exercises in the natural order of progression from Primary Grades to Junior High School. During the first quarter the work consists of story plays, singing games, rhythmic plays, simple folk-dances, some work in light apparatus, dumb-bells. All students participate in all mass games and athletics. All first-year students play competitive games in indoor baseball and basketball the first quarter. Swedish lessons suitable for third, fourth and fifth grades are taught. Students plan and teach lessons in class.

Texts: Bancroft, *Games for the Playground, Home, School and Gymnasium*. Stecher, *Rhythmic Action, Plays and Games*. State Course of Study in Physical Education, etc.

Three periods per week for the first quarter.

P. Ed. 102: Physical Education. This quarter is devoted to Physical Education suitable for grammar grades. Swedish exercises for sixth grade and junior high school are taught, simple folk-dances, competitive games for schoolroom and playground, marching, some light and heavy apparatus work, wands are introduced, basketball is continued, Captain Ball, Newcombe and other highly organized mass games, marching to facilitate moving classes from room to room and to the playground. Lessons for grammar grades are planned and taught.

Texts: Same as Physical Education 101; Burchenal, Hill, Bowen and Mitchell, *English Folk Dances*.

Three periods per week for the second quarter.

P. Ed. 103: Physical Education. A continuation of 101 and 102, but the work is more advanced, especially folk-dances, Swedish, marching and apparatus work. Track and field work is taught this quarter, also badge contest of American Playground and Recreation Association. Students are required to play tennis. The work in this quarter includes some theory of play, value of games, etc. Dances for outdoor festivals are taught. This course covers the requirements of the West Law.

Three periods per week for third quarter.

SECOND YEAR

In the second year the viewpoint changes to some extent and physical education is studied more from a professional standpoint. Floor work is continued but time is taken to consider the theory applicable to grades which student expects to teach.

PRIMARY GROUP

P. Ed. 201-202: Physical Education. Students take part in athletics and are required to play tennis, volleyball, indoor baseball and basketball. Folk dances are continued, light apparatus, Indian clubs, Marching tactics. The subject is viewed as to physical, social, recreational and educational effects. Students take charge of and conduct badge contest of the first-year class. Swedish Lessons for corrective work are given.

Three periods per week for the first quarter. Repeated for the second quarter.

P. Ed. 212-213: Physical Education. This course is a continuation of the work in athletics, basketball, field and track. Students making class teams in baseball, basketball are permitted to substitute hockey for both first and second quarters. Time is given to some study of playground equipment for primary grades. May Day dances are taught. Swedish Lessons are continued principally for corrective work.

Three periods per week for the second quarter. Repeated for the third quarter.

GRAMMAR GRADE GROUP

P. Ed. 201-202: Educational Gymnastics—Plays and Games. Higher forms of class management than primary grades. Changing and separating according to height and necessary floor space. Value and effect of Swedish free-hand exercises according to age and

group. Value of organized games. Folk dances, games for schoolroom and playground. Tennis, indoor baseball, volley and basketball are played. Students are given an opportunity to coach and officiate in these games and conduct badge contest of the first year. Lessons are planned and taught.

Text: Skarstrom, Educational Gymnastics.

Three periods per week for the first quarter. Repeated for the second quarter.

P. Ed. 212-213: Educational Gymnastics and Games. Continuation of above outlined work with introduction of light and heavy apparatus, especially light apparatus that can be used in the schoolroom. Selection of Swedish exercises and athletics for grades. Planning of exhibitions, festivals, and field day. Lessons are planned and taught. May Day.

Text: Same as above.

Three periods per week for the second quarter. Repeated for the third quarter.

HIGH SCHOOL GROUP

P. Ed. 201-202: Educational Gymnastics and Athletics. In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. Floor work is required. In addition to formal floor work, the types and progression of gymnastics for high school use are studied. Light and heavy apparatus, construction of balance beams, horizontal bars, hurdles, and other playground apparatus. Lessons planned and taught. Students play tennis, baseball, volleyball and basketball. Games suitable for High Schools are taught. Badge contest. Notebook is required.

Texts: Skarstrom, Educational Gymnastics; Posse, Special Kinesiology. Health by Stunts, Pearl and Brown.

Three periods per week for the first quarter. Repeated for the second quarter.

P. Ed. 212-213: Educational Gymnastics and Athletics. A continuation of 201-102. Students are given opportunity to observe and try out methods. Second-year students conduct badge contest, including program, etc. Standing and running broad jump, running high jump for form, making of running track and jumping pit, etc. Exhibitions, etc., suitable for High School. May Day.

Texts: Same as above.

Three periods per week for the second quarter. Repeated for the third quarter.

P. Ed. 221-222: Special and Corrective. This course is intended for all students who are unable to take the regular courses in gymnasium work; also for those students whose posture is below passing grade in addition to their regular gymnasium work. Exercises to correct poor posture and to keep up general physical efficiency. Students unable to take regular gymnasium work are required in addition to observe and study the lessons given in the Freshman gymnasium classes and be able to teach that work, under supervision. One credit per quarter is given these students. This course together with Hygiene and Physical Inspection covers the requirements of the West Law for students unable to take the full physical education course.

Two periods per week for the first quarter. Repeated for the second quarter.

P. Ed. 231-232-233: Physical Education. A course designed to give the Sophomore group who are majoring in Physical Education a more thorough and comprehensive knowledge of the skills, co-ordinations, rules, etc., than is required of those not majoring in this subject. The course includes folk, national, and clog dancing; track and field athletics; swimming and diving; team games, such as basketball, baseball, hockey; and instruction in marching tactics; floor work and apparatus.

Four periods per week for the session.

P. Ed. 241-242: Anatomy and Kinesiology. A fundamental course, designed to give a thorough acquaintance with the structure of the body and the action of the large muscle groups.

Three periods per week for the first and second quarters.

P. Ed. 243: Physiology. A course in the working and function of the human body, with particular reference to the various body processes to muscular exercise, respiration, digestion, circulation, metabolism, the nervous system and the organs of secretion.

Three periods per week for the second and third quarters.

THIRD YEAR

P. Ed. 301-302-303: Athletics and Dancing. This course is for all third-year students. It includes hockey, baseball, tennis, basketball, swimming, track and field athletics, clog, folk and national dancing. The course is largely recreational in purpose and a part of the work will be optional supervised activity.

Three periods per week for the session.

P. Ed. 311-312: Pageantry. A course of study in the theory of recreation. Instruction in the history and theory of pageants and festivals and the writing of original pageants and production of them.

Two periods per week for the first and second quarters.

P. Ed. 313: Playground and Theory of Play. The various theories of play, their values and their relation to community life.

Two periods per week for the third quarter.

P. Ed. 321: Practical Massage. A course in the theory and purpose of massage, its effect on the vital organs, and instruction and practice in acquiring the technical strokes.

Text: Bohm's Massage.

Two periods per week for the first quarter.

P. Ed. 322: Physiology of Exercise. A study of the vital organs of the body and their re-actions to certain emotional stimuli as fear, anger, pain, and especially to the various types of exercises. The theory of "training," of fatigue and exhaustion.

Text: McCurdy, Cannon and McKenzie.

Two periods per week for the second quarter.

P. Ed. 323: Kinesiology. The science of bodily movement. This course includes the study of the principal types of muscular exercise, with inquiry as to how they are performed, how they react on the body, and their relation to the problems of bodily movement, bodily efficiency and the prevention and cure of certain defects and deformities.

Three periods per week for the third quarter.

P. Ed. 331: History and Principles of Physical Education. A study of the origin, ideals and modes of physical training and the physical life of the ancient, medieval, and modern periods.

Three periods per week for the first quarter.

P. Ed. 332-333: Principles of Physical Education. This course takes up the whole philosophy of Physical Education, its aims, ideals and objectives, and takes into consideration the relations of the various systems of Physical Education in approaching these aims. The course also includes the organization and management of departments of Physical Education in a school or college.

Text: Dr. Williams, Organization and Administration of Physical Education.

Three periods per week for the second and third quarters.

P. Ed. 341-342-343: Practical Work. A course for students majoring in physical education. It includes instruction in all of the skills and activities used in physical education, emphasizing both playing and coaching ability in such athletics and games as hockey, tennis, baseball, basketball, swimming, track and field, and ability in performing and instructing folk and clog dances and especially interpretive dancing. Emphasis is laid on good posture, and some work in advanced marching tactics and posture exercises is given. In addition good performance on heavy apparatus such as rings, stall-bars, and the horse is required.

Four periods per week for the session.

P. Ed. 357: Construction and Equipment. The construction of playgrounds, tennis courts, gymnasiums, swimming pools, etc., and the installation and care of all equipment pertaining to them.

Two periods per week for the first quarter.

FOURTH YEAR

P. Ed. 401-402-403: Supervised Recreation. A course designed for the recreation of Seniors. It includes athletics so the seniors will be prepared to compete in team activities. The idea in this course is to allow the seniors as much option as possible and to permit them to choose a part of the activities so they may participate in those for which they are best suited.

Two periods per week for the session.

P. Ed. 411-412: Physical Diagnosis and Anthropometry. This course aims to give the student a knowledge of the symptoms of the most common diseases, the purpose of physical examination and measurement, equipment needed, records, history cards. Physical efficiency tests are studied and conducted by student.

Three periods per week for the first and second quarters.

P. Ed. 413: Systems and Organizations. The organization and management of athletic associations and teams. The physical director's office, keeping records, attendance, credits for class work of various kinds, absences, excuses, athletic records, point systems and the theory of athletics.

Three periods per week for the third quarter.

P. Ed. 421: Corrective Gymnastics. A course for students majoring in physical education in the theory of muscle-building and correcting of remedial defects in posture. The course includes examination and treatment of cases having kyphosis, lordosis, scoliosis, flat-feet, etc., and is administered as is a hospital clinic in orthopedic work.

Three periods per week for the first quarter.

P. Ed. 422: Hygiene. An advanced course in personal, home, school, community sanitation. A consideration of all the phases that go to make up a healthy school.

Text: Ayres, Williams and Wood, School Hygiene.

Three periods per week for the second quarter.

P. Ed. 423: Camp Craft. History and origin of campfire and scouting organizations. Instruction in methods of conducting hikes, building camp-fires, trail-breaking, primitive camping, etc.

Text: Eirl's Scout Hand Book.

Three periods per week for the third quarter.

P. Ed. 431-432-433: Practical Work. A continuation of the former work for physical education majors, giving more advanced work, and stressing the coaching side. Coaching of underclassmen and teaching of dancing is part of the requirement.

Four hours per week for the session.

HEALTH EDUCATION

P. Ed. 101-102-103: Health Education—Hygiene and Physical Inspection. The emphasis upon the principles of hygiene and sanitation. The human body and its functions. The growing child in the school-room; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; preventive medicine and first aid.

Three periods per week for the first quarter. Repeated for the second and third quarters.

COMMERCIAL EDUCATION

The purpose of the courses in Commercial Education is to train teachers of commercial subjects. It includes not only subject-matter and business training, supplemented by practical business experience, but also courses in methods of teaching commercial subjects in the high school, and practice teaching.

FIRST YEAR

C. Ed. 102-103: Bookkeeping. The basic principles of bookkeeping are presented and emphasized by concrete drill. The subject-matter includes the theory of debits and credits; journalizing and posting; use of special journals, such as sales book, purchases book and cash book; the balance sheet, profit and loss statement and closing entries.

Five periods per week for the second and third quarters.

C. Ed. 111-112-113: Shorthand—Gregg Shorthand. In this course the principle work is the mastery of the principles of the system as outlined in the Manual and in Gregg Speed Studies. Particular emphasis is placed upon correct outlines and the application of the principles in efficient word-building. At the end of the year students are expected to write from dictation at the rate of sixty words a minute, and to transcribe from shorthand notes.

Five periods per week for the session.

C. Ed. 121-122-123: Typewriting. The first quarter of the typewriting course is devoted to the development of the proper technique and a thorough mastery of the keyboard. Students are taught the various parts of the typewriter and the care of the machine. During the third quarter speed tests are given each week, and the following subjects are taught: arrangement of business letters, making carbon copies, addressing envelopes, centering, tabulating, etc.

Five periods per week for the session.

SECOND YEAR

C. Ed. 211-212-213: Accounts. This course provides for a study of partnership and corporation problems, including the conversion of partnerships into corporations. The opening of books for different types of enterprises is considered, together with problems of valuation, depreciation, surplus, reserves, and manufacturing costs. Special attention is given to financial statements and reports. Ample laboratory practice is provided throughout the course.

Three periods a week for the session.

C. Ed. 221-222-223' Shorthand. The aim of this course is to develop the shorthand speed of the student. Emphasis is placed upon the development of a shorthand vocabulary. The course includes review of the principles, with special attention to phrasing and the rapid execution of word signs. The greater part of the time is devoted to dictation of varied types of matter. Daily transcripts are required.

Five periods per week for the session.

C. Ed. 231-232-233: Typewriting. Emphasis is placed upon the development of speed, with accuracy. Transcription of shorthand notes forms an essential part of the work. In addition, much practice is afforded in tabulating, legal work, business forms, etc. The work in typewriting, as well as in shorthand, is made to conform as much as possible to actual office conditions. Standard speed tests are given weekly.

Five periods per week for the session.

C. Ed. 243: Commercial Law. This is largely an inductive study of the legal principles underlying the contractual relations of business dealings. The broad basis of law and its need in the social and economic scheme of things is followed by a study of the more technical principles involved in the laws concerning contracts, selling of goods, instruments of credits, bailment, agency, employer's liability, partnerships, corporations, ownership of real estate.

Three periods per week for the third quarter.

THIRD YEAR

C. Ed. 301-302: Office Training. This course aims to give the equivalent of actual experience in the business office, and to familiarize the student with the details of office work. Instruction is given in the handling of incoming and outgoing mail, the taking of dictation, use of telephone, office reference books, telegrams, cablegrams, commercial forms, filing, cataloguing, stencils, operation of the mimeograph, adding and calculating machines, addressograph, and other office devices.

Three periods per week for the first and second quarters.

C. Ed. 303: Office Training. Through the co-operation of the business men in the city of Fredericksburg, an opportunity is given to the students to obtain practical experience in the business offices of the city under the supervision of the commercial teacher-training department.

Six periods per week for the third quarter.

C. Ed. 311-312: Advanced Accounting. Corporation accounting is the principal topic, followed by the development of cost accounting. The form, use and value of the Working Sheet are emphasized. Particular attention is given to the legal aspects of corporations and costs. Special emphasis is given to the accounting viewpoint

rather than to mere bookkeeping form, with the results evidenced in the Working Sheet. Consignments and Single Entry bookkeeping are included. Methods of teaching are stressed.

Five periods per week for the first and second quarters.

C. Ed. 313-323: Shorthand-Typewriting. This is an advanced course in shorthand and typewriting. A continuation of second-year shorthand and typewriting, with the object of securing increased speed and facility.

Five periods per week for third quarter.

FOURTH YEAR

C. Ed. 401: Principles of Advertising. This is a study of advertising in its relation to modern business activities. It includes a general survey of the various departments of advertising work, including the most important principles entering into the writing of copy, with practice in their application together with analysis of typical illustrative specimens. Various kinds of marketing problems are also studied from the advertising standpoint and copy constructed to fit the requirements. Special attention is given to

Three periods per week for the first quarter.

C. Ed. 402: Business Organization and Management. This course is a brief survey of modern methods of efficient organization, including the study of organization charts, methods of financing an enterprise, selecting a site, purchasing, selling and advertising, problems of management, wages, hours, sanitation, welfare, etc. Frequent class discussions are based upon required readings in current literature and periodicals.

Three periods per week for the second quarter.

C. Ed. 403: Money and Banking. This course aims to give the student a knowledge of the principles forms of money and credit in current use, and the fundamental principles of banking. A study of the various forms of banking institutions is included.

Three periods per week for the third quarter.

C. Ed. 411: Secretarial Procedure. In this course are included all the general principles relating to secretarial procedure as an outgrowth of the course in Office Training. Special attention is given to such matters as personnel in the office, individual responsibility, general attitude, confidential affairs, details of organiza-

tion, and the relation of secretarial work to other phases of office work. Qualifications and necessary training of the secretary receive proper emphasis. The main purpose of the course is to stress details of secretarial work and the necessary equipment of secretarial employees.

Three periods a week for the first quarter.

C. Ed. 412: Survey of Commercial Education. As the name implies, this course provides for a general survey of the field of Commercial Education with particular attention to its historical development in the United States. The growth of commercial education in response to a definite demand on the part of public school patrons is noted. Special investigations, surveys, reports, findings, and readings are required. The needs of the curriculum with reference to commercial education are studied, with special stress on the commercial curriculum in Virginia schools. Methods of commercial teaching have a part in this course.

Three periods a week for the second quarter.

C. Ed. 413: Shorthand-Typewriting. This is a continuation of Shorthand-Typewriting 313-323.

Five periods per week for the third quarter.

Two-Year Class of 1925-26

PRIMARY AND GRAMMAR GRADES

Belote, Hilda Thomas
Bickers, Fannie
Broadus, Linda
Bushong, Sallie

Cain, Florence
Cluverious, Grace
Connelly, Elaine
Cooke, Emma
Costin, Edith Mae
Cotten, Juliette
Crawford, Mildred

Dickinson, Mary
Drummond, Bertie
Drummond, Mildred
Dulaney, Gladys

Engleby, Margaret

Feild, Evelyn
Fisher, S die Lee
Forbes, Valerie

Gladstone, Annie
Greenlaw, Susie
Gresham, Frances
Griffin, Edna
Groton, Maria
Guy, Susie

Hamilton, Lois
Harding, Catherine
Harris, Dorothy
Harrison, Elizabeth
Hatchett, Katherine
Haynie, Elsie
Head, Julia
Hiller, Cecelia
Holton, Dorothy
Hildebrand, Mae Wilson
Howard, Lois
Huffman, Clara

Jester, Mabel
Jernigan, Grace
Johnson, Helen

McCarrick, Margaret
McCarthy, Virginia Dare
McGhee, Pauline
McIntyre, Christine
McKenry, Ruth
Moffett, Kathleen
Moore, Agnes
Morris, Anna
Moyers, Page

Noel, Anna May

O'Brien, Virginia

Palmer, Rosa
Parrott, Fannie Sue
Pearson, Mary Winder
Phillips, Alwine
Phillips, Margaret
Pickering, Mae
Pond, Dorothy
Porter, Marion

Quinn, Mary

Raiford, Louise

Redford, Norma
Rhea, Irene
Rhodes, Laura
Rollings, Clarice
Rollings, Vivian
Rose, Marie
Rosenblatt, Anna
Ruff, Virginia

Scott, Florence
Sheffield, Violette
Shepherd, Elizabeth
Smith, Dorothy
Spilman, Mary Lee
Stoneham, Helen
Stotz, Annie
Stump, Gertrude

Thomas, Ethalia
Thomas, Marion

Kilmon, Rosalie
Klock, Ruth
Keeton, Ruby
Kean, Mattie P.

Lane, Rosa B.
Lankford, Gladys
Lee, Nancy
Lincoln, Gwendolyn
Lubkovitz, Ida Claire

Treacle, Mary
Tuck, Clara

Walcott, Emily
Warner, Virgie
Warren, Kathryn
Weger, Kate
Wilkins, Claudia
Wirth, Faith
Wornom, Diana
Wright, Virginia

Yaffe, Sara

FOURTH YEAR B. S. DEGREE

Anderson, Parke

Brooks, Lily Mae
Brooks, Nettie Margaret

Chiles, Dorothy
Coates, Kathereene

Dillard, Ruby
Dratt, Ruby

Gray, Gladys

Houston, Lucy

Jeter, Mary L.

Kessler, Kathleen

Lewis, Luray

Morrison, Elizabeth

Ruff, John McCorkle

Steuart, Virginia Louise
Sutton, Margaret E.

Talley, Ella Elisabeth

Walker, Frances
Ware, Juliet
Williams, Virginia

Register of Professional Students

SESSION 1925-26

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Albouth, Helen Elizabeth	Lovettsville	Loudoun
Albertson, Pauline	Bohannon	Matthews
Allen, Carrie	Mundy Point	Northumberland
Anderson, Emeline	Powcan	King and Queen
Anderson, Parke	Covington	Alleghany
Andrews, Aloise	Herndon	Fairfax
Andrews, Fannie	Spotsylvania	Spotsylvania
Apperson, Mary Jane	Culpeper	Culpeper
Archibald, Vivian	Newport News	Warwick
Ashby, Virginia	Jamesville	Northampton
Bailey, Eugenia	Kinsale	Westmoreland
Bailey, Grace	Kinsale	Westmoreland
Bagwell, Kathleen	Franktown	Northampton
Baker, Fannie	Louisa	Louisa
Barber, Beatrice	Richmond	Henrico
Bassett, Betsy	Norfolk	Norfolk
Bayto, Genevieve	Newport News	Warwick
Belote, Dorothy	Townsend	Northampton
Belote, Elizabeth	Pungoteague	Accomac
Belote, Hilda	Onancock	Accomac
Bickers, Annie L.	Standardsville	Greene
Bickers, Fannie	Standardsville	Greene
Biggs, Mrs. Orene Powell	Fredericksburg	Spotsylvania
Billingsley, Betty	Fredericksburg	Spotsylvania
Billingsley, Lucy	Lignum	Culpeper
Birchett, Judith	Hopewell	Prince George
Boughan, Mildred	Kino	Essex
Blanton, Nancy	Newport News	Warwick
Bledsoe, Mary Byrd	Locust Grove	Orange
Bleecker, Helena	Wilmington	North Carolina
Blick, Margarette	Richmond	Henrico
Bradshaw, Dorothy	Windsor	Isle of Wight
Branch, Margaret	Newport News	Warwick
Brangan, Beatrice	Portsmouth	Norfolk
Brauer, Hildah	Fredericksburg	Spotsylvania
Brewer, Margaret	Fredericksburg	Spotsylvania
Briel, Marion	Richmond	Henrico
Broadus, Linda	Bowling Green	Caroline
Broadus, Susie	Bowling Green	Caroline
Broadus, Ruth	Lauraville	Caroline
Broadus, Margaret	Smoots	Caroline
Broadus, Harriett	Lauraville	Caroline
Brooks, Lily Mae	Newport News	Warwick
Brooks, Margaret	Woodford	Caroline

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Brothers, Marguerite.....	Elizabeth City.....	North Carolina
Brown, Lessie.....	Holland.....	Nansemond
Brown, Ruth.....	Portsmouth.....	Norfolk
Bruce, Emily.....	Leon.....	Madison
Buckner, Margaret.....	Mica.....	Caroline
Bushong, Sallie.....	Winston.....	Culpeper
Cadot, Elizabeth.....	Fredericksburg.....	Spotsylvania
Cain, Florence.....	Patoka.....	Illinois
Cain, Lucille.....	Cochran.....	Brunswick
Campbell, Jessie.....	Newport News.....	Warwick
Carner, Ruby.....	Spotsylvania.....	Spotsylvania
Chandler, Elizabeth.....	Buffalo Junction.....	Mecklenburg
Childress, Dorothy.....	South Boston.....	Halifax
Childress, Herma.....	Hilton Village.....	Warwick
Chiles, Mary.....	Fredericksburg.....	Spotsylvania
Chiles, Dorothy.....	Fredericksburg.....	Spotsylvania
Chilton, Mariana.....	Lakota.....	Culpeper
Christian, Duval.....	Atlanta.....	Georgia
Clarke, Myrtle.....	Lively.....	Lancaster
Clarke, Ruth.....	Lawrenceville.....	Brunswick
Clift, Virginia.....	Fredericksburg.....	Spotsylvania
Cluverius, Grace.....	Little Plymouth.....	King and Queen
Coates, Kathereene.....	Oak Grove.....	Westmoreland
Coe, Elizabeth.....	Fredericksburg.....	Spotsylvania
Cohn, Ethel.....	Ocean View.....	Norfolk
Cole, Thelma Maye.....	Lynchburg.....	Campbell
Conn, Ethel.....	Newport News.....	Warwick
Conn, Eva.....	Newport News.....	Warwick
Conn, Estelle.....	Newport News.....	Warwick
Connelley, Alma.....	Bristol.....	Washington
Conneley, Elaine.....	Remo.....	Northumberland
Cook, Mrs. Roy S.....	Charlottesville.....	Albemarle
Cooley, Dorothy.....	Berryville.....	Clarke
Cooke, Emma.....	Hampton.....	Elizabeth City
Cooper, Fsther.....	Herndon.....	Fairfax
Corbin, Adele.....	Fredericksburg.....	Spotsylvania
Costin, Edith Mae.....	Townsend.....	Northampton
Cotten, Juluette.....	Dendron.....	Surry
Cralle, Dorothy.....	Village.....	Northumberland
Crampton, Mary Lee.....	Berryville.....	Clarke
Crawford, Mildred.....	Waynesville.....	North Carolina
Creekmore, Lydia.....	Portsmouth.....	Norfolk
Crismond, Elizabeth.....	Spotsylvania.....	Spotsylvania
Cropp, Elizabeth.....	Massaponax.....	Spotsylvania
Cunningham, Annie Lee.....	Fredericksburg.....	Spotsylvania
Dameron, Otelia.....	Mila.....	Northumberland
Daniel, Ethel.....	Jamaica.....	Middlesex
Davis, Janice.....	St. Petersburg.....	Florida
Davis, Lois.....	Newport News.....	Warwick
Davis, Lucy M.....	Agnewville.....	Prince William
Decker, Elizabeth.....	Cappahosic.....	Gloucester
Delk, Marion.....	Newport News.....	Warwick
Dickert, Rebecca.....	Bristol.....	Washington
Dickinson, Bessie Byrd.....	Fredericksburg.....	Spotsylvania

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Dickinson, Julia	Fredericksburg	Spotsylvania
Dickinson, Margaret	Burkeville	Nottoway
Dickinson, Mary	Fredericksburg	Spotsylvania
Diedrich, Mary	Waverly	Sussex
Diggs, India	Portsmouth	Norfolk
Dillard, Ruby	Fredericksburg	Spotsylvania
Dillard, Ruth	Fredericksburg	Spotsylvania
Draper, Dorothy	Boykins	Southampton
Dratt, Ruby	Woodford	Caroline
Dreifus, Henrietta	Alexandria	Arlington
Dreifus, Tecla	Alexandria	Arlington
Drummond, Bertie	Painter	Accomac
Drummond, Mildred	Craddockville	Accomac
Dulaney, Gladys	Etlan	Madison
Eddins, Eglah	Somerset	Orange
Edwards, Edna	Edwardsville	Northumberland
Edwards, Frances	Edwardsville	Northumberland
Ellerton, Gertrude	Norfolk	Norfolk
Ellison, Julia	Heathsville	Northumberland
Engleby, Margaret	Roanoke	Roanoke
Evans, Mabel	Mundy Point	Northumberland
Evans, Virginia	Laneview	Essex
Everett, Kathryn	Washington	D. C.
Feild, Evelyn	West Point	King William
Fisher, Josephine	Hazel Hill	North Carolina
Fisher, Grace	Edenton	North Carolina
Fisher, Sadie Lee	Hampton	Elizabeth City
Floyd, Dare	Glen Allen	Henrico
Forbes, Valerie	Norfolk	Norfolk
Forkner, Florence	Atlee	Hanover
Forrester, Ruth	Emmertown	Richmond
Fox, Ellen	Newport News	Warwick
Franks, Annie	Laxena	New Kent
Frazier, Virginia	Graham	Tazewell
Freeman, Leonora	Jeffs	York
Forrest, Chrystal	Messick	York
French, Edna	Roseville	Stafford
Gallagher, Beatrice	Warsaw	Richmond
Gardner, Alma	Simonson	Richmond
Gardner, Virginia	DelRay	Arlington
Garner, Charlotte	Callao	Northumberland
Garrett, Phoebe	Newport News	Warwick
Giannotti, Grace	Hampton	Elizabeth City
Gillet, Gladys Drysdale	Newport News	Warwick
Gladstone, Annie	Nassawadox	Northampton
Gladstone, Thelma	Exmore	Northampton
Glenn, Pansy	Dragonsville	King and Queen
Gochenour, Lena	Elkton	Rockingham
Godsey, Doris	Nandua	Accomac
Gooch, Elizabeth	Craddock	Norfolk
Goodwin, Marjorie	Wilmington	North Carolina
Gordon, Louise	Stafford C. H.	Stafford
Gouldman, Jessie	Horners	Westmoreland

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Gouldman, Virginia	Fredericksburg	Spotsylvania
Graff, Lillian	Newport News	Warwick
Graves, Alyce	Lahore	Orange
Gray, Gladys	Woodford	Caroline
Gray, Nannie Warren	Fredericksburg	Spotsylvania
Green, Anna Paige	Fredericksburg	Spotsylvania
Green, Alice	Northside	North Carolina
Greenlaw, Susie	Fredericksburg	Spotsylvania
Gresham, Frances	Kilmarnock	Westmoreland
Griffin, Edna	Norfolk	Norfolk
Griffin, Julia Lucille	Parris Island	South Carolina
Griffin, Louise	Parris Island	South Carolina
Griffin, Virginia	Norfolk	Norfolk
Groton, Maria	Locustville	Accomac
Guesse, Christine	Crouch	King and Queen
Guy, Susie	Melfa	Accomac
Hale, Eloise	Village	Northumberland
Hall, Eleanor	King and Queen C. H.	King and Queen
Hall, Marjorie	Edgerton	Brunswick
Hamilton, Lois	Hampton	Elizabeth City
Hamilton, Julia	Norge	James City
Hanmer, Dorothy	Keysville	Charlotte
Hanmer, Frances	Keysville	Charlotte
Harding, Catherine	Cradock	Norfolk
Harman, Jessie	Dolphin	Brunswick
Harris, Dorothy	Spotsylvania	Spotsylvania
Harris, Winnie	Beaverdam	Hanover
Harrison, Elizabeth	Deal	Prince George
Harrison, Elizabeth	Fredericksburg	Spotsylvania
Hastings, Katharyne	Emporia	Greensville
Hatchett, Katherine	Petersburg	Dinwiddie
Hatton, Mary	Callao	Northumberland
Hayden, Arnette	Callao	Northumberland
Haydon, Catherine	Urbanna	Middlesex
Haynie, Elsie	Tibitha	Northumberland
Haynie, Leah	Reedville	Northumberland
Head, Julia	Free Union	Albemarle
Headley, Allene	Callao	Northumberland
Healy, Minnie Byrd	Montross	Westmoreland
Henderson, Edna	White Stone	Lancaster
Herndon, May Adelaide	Fredericksburg	Spotsylvania
Herrriott, Glendora	Romney	West Virginia
Hildebrand, Mae	Rio	Albemarle
Hiller, Cecelia	Norfolk	Norfolk
Hiter, Inez	Louisa	Louisa
Hobson, Lucy	Dendron	Sussex
Hogan, Anne	Keysville	Charlotte
Hogg, Elizabeth	West Point	King William
Hogge, Margaret Jane	Newport News	Warwick
Holland, Elizabeth	Cheriton	Northampton
Holloway, Marion	Portsmouth	Norfolk
Holton, Dorothy	Lawrenceville	Brunswick
Hopkins, Hortense	Wilmington	North Carolina
Houston, Lucy	Alexandria	Arlington
Howard, Lois	Hopewell	Prince George

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Howell, Lizzie.....	Courtland.....	Southampton
Hudson, Eula.....	Lahore.....	Orange
Hudson, Ruth Lewis.....	Kinsale.....	Westmoreland
Huffman, Clara Marian.....	Burdis.....	Stafford
Hughes, Betsy.....	Richmond.....	Henrico
Hughes, Julia Howell.....	Richmond.....	Henrico
Hughes, Catherine.....	Bohannon.....	Matthews
Hundley, Annette.....	Coan.....	Northumberland
Hurst, Madge.....	Parksley.....	Accomac
Jackson, Genevieve.....	Montross.....	Westmoreland
Jarvis, Nelda.....	Tabernacle.....	Matthews
Jenkins, Grace.....	Hamilton.....	Loudoun
Jenkins, Katherine.....	Montross.....	Westmoreland
Jernigan, Ethel.....	Newport News.....	Warwick
Jernigan, Grace.....	Richmond.....	Henrico
Jester, Mabel.....	Hampton.....	Elizabeth City
Jeter, Mary.....	Penola.....	Caroline
Jett, Laura.....	Reedville.....	Northumberland
Johnson, Elizabeth.....	Hylas.....	Hanover
Johnson, Helen.....	Fletcher.....	North Carolina
Johnson, Lena P.....	Woodford.....	Caroline
Johnson, Myrtle.....	Craddockville.....	Accomac
Johnston, Edna May.....	Newport News.....	Warwick
Jones, Bertha.....	Broadnax.....	Brunswick
Jones, Effie.....	Gasburg.....	Brunswick
Jones, Ivy Deronda.....	Newport News.....	Warwick
Jones, Gertrude.....	Powcan.....	King and Queen
Jordan, Laura.....	Rappahannock Academy.....	Caroline
Juberg, Alyce.....	Norge.....	James City
Kean, Mattie.....	Trevilians.....	Louisa
Keeton, Ruby.....	Victoria.....	Lunenburg
Kessler, Kathleen.....	Newport News.....	Warwick
Kidwell, Ola Mae.....	Burkeville, Va.....	Nottoway
Kilmon, Rosalie.....	Greenbush.....	Accomac
Klock, Ruth.....	Woodford.....	Caroline
Lacy, Virginia.....	Scottsburg.....	Halifax
Lane, Rosa B.....	Petersburg.....	Dinwiddie
Lankford, Gladys.....	Franklin.....	Southampton
Lawrence, Margaret.....	Norfolk.....	Norfolk
Leathers, Marguerite.....	Windsor.....	Isle of Wight
Lee, Inez.....	Index.....	King George
Lee, Nancy.....	Brooklyn.....	New York
Lewis, Alice.....	Village.....	Northumberland
Lewis, Luray.....	Village.....	Northumberland
Levy, Sarah.....	Suffolk.....	Nansemond
Lillaston, Marie.....	Gloucester Point.....	Gloucester
Limerick, Mary V.....	Falmouth.....	Stafford
Lincoln, Qwendolyn.....	Hampton.....	Elizabeth
Lokey, Marian.....	Irvington.....	Lancaster
Lubkovitz, Ida Claire.....	Portsmouth.....	Norfolk
Luckham, Herthell.....	Weems.....	Lancaster
Lynch, Mabel.....	Richmond.....	Henrico
Lynch, Louise.....	Salem.....	Roanoke

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
McCarrick, Margaret	Norfolk	Norfolk
McCarthy, Virginia Dare	Covington	Alleghany
McChesney, Edith	Bristol	Washington
McGaha, Edna	Fredericksburg	Spotsylvania
McGhee, Pauline	Fredericksburg	Spotsylvania
McIntyre, Christine	Bealeton	Fauquier
McKenney, Helen	Woodford	Caroline
McKenney, Roberta	Thornburg	Spotsylvania
McKenry, Ruth	Lynchburg	Campbell
McLaughlin, Cecelia	Lynchburg	Campbell
McLaughlin, Mary	Lynchburg	Campbell
Madison, Ethel	Newtown	King and Queen
Maney, Dorothy	Newport News	Warwick
Maney, Zella	Newport News	Warwick
Maneiri, Hilda	Hopewell	Prince George
Marable, Grace	Holdcroft	Charles City
Martin, Dorothy	Buelahville	
Martin, Mildred	Portsmouth	Norfolk
Martin, Fay	Mullins	South Carolina
Mason, Grace	Onancock	Accomac
Matthews, Ernestine	Cradock	Norfolk
Matthews, Jeannette	Jeffress	Mecklenburg
Mears, Katherine	Painter	Accomac
Melton, Virginia	Fredericksburg	Spotsylvania
Mentzer, Louise	Lovettsville	Loudon
Mejia, Carmen	Norfolk	Norfolk
Micks, Katherine	Spotsylvania	Spotsylvania
Mirchell, Olive	Willis Wharf	Northampton
Moffett, Kathleen	Warrenton	Fauquier
Moody, Thelma	Fredericksburg	Spotsylvania
Moore, Agnes	Poquoson	York
Moore, Aphra	Burgess Store	Northampton
Morris, Anna	Newport News	Warwick
Morris, Willie	Newport News	Warwick
Morrison, Anna Lee	Reedville	Northumberland
Morrison, Eva	Reedville	Northumberland
Morrison, Elizabeth	Fredericksburg	Spotsylvania
Morrisette, Alice	Boydton	Mecklenburg
Moseley, Mary Emma	Fbony	Brunswick
Motley, Lucy Mae	Milford	Caroline
Moyers, D. Page	Standardsville	Greene
Murphy, Kathleen	Norfolk	Norfolk
Musselman, Virginia	Danville	Pittsylvania
Neale, Alleine	Ophelia	Northumberland
Newsome, Margaret	Hampton	Elizabeth City
Nissinen, Aili	Portsmouth	Norfolk
Noa, Irene	Quantico	Prince William
Noel, Anna May	Keysville	Charlotte
Nussey, Mary Lee	Colonial Beach	Westmoreland
Nye, Ruby Lee	Capahosic	Gloucester
O'Brien, Virginia	Cradock	Norfolk
Olds, Mildred	Fredericksburg	Spotsylvania
Orange, Myrtle	Holdcroft	Charles City
Overman, George	South Norfolk	Norfolk

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Palmer, Rosa	Palmer Springs	Mecklenburg
Parr, Sara John	Windsor	Isle of Wight
Parramore, Josephine	Cheriton	Northampton
Pendleton, Grace	Elizabeth City	North Carolina
Parrott, Fannie Sue	Ruckersville	Greene
Passagaluppi, Frankie	Tappahannock	Essex
Payne, Elizabeth	Fredericksburg	Spotsylvania
Pearson, Mary W	Norfolk	Norfolk
Peck, Lillian	Newport News	Warwick
Pepmeier, Irene	Corbin	Caroline
Perry, Altwater	Spotsylvania	Spotsylvania
Perry, Catherine	Fredericksburg	Spotsylvania
Persons, Eula	Windsor	Isle of Wight
Phillips, Alwine	Arcola	Loudoun
Phillips, Evelyn	Odd	York
Phillips, Louise	Valentines	Brunswick
Phillips, Ruth	Petersburg	Dinwiddie
Phillips, Margaret	Melfa	Accomac
Pickering, Mae	Earlsville	Albemarle
Pittman, Rebecca	Regina	Lancaster
Poffenbarger, Hannah	Lovettsville	Loudoun
Pollard, Fannie	Ashland	Hanover
Pollard, Sallie	Ashland	Hanover
Pond, Dorothy	Wakefield	Sussex
Porter, Marion	Midlothian	Chesterfield
Post, Dorothy	Midlothian	Chesterfield
Powell, Elsie	Fredericksburg	Spotsylvania
Prebble, Ruth	Lynchburg	Campbell
Pritchett, Gladys	Petersburg	Dinwiddie
Pritchett, Thelma	Village	Northumberland
Purcell, Jo	South Boston	Halifax
Quick, Mary Katherine	Winchester	Frederick
Quinn, Mary	Hampton	Elizabeth City
Raiford, Louise	Ocean View	Norfolk
Ransone, Vester Anne	Dunnsville	Essex
Redford, Norma	Sutherland	Dinwiddie
Reekes, Mary Zelma	South Hill	Mecklenburg
Reynolds, Virginia	Hyacinth	Northumberland
Rhea, Irene	Mobjack	Matthews
Rhoades, Laura	Newport News	Warwick
Rice, Annie	Portsmouth	Norfolk
Rice, Mrs. Elsie W	Fredericksburg	Spotsylvania
Richerson, Ruby	Bagby	Caroline
Ridgill, Susie Mae	Summerton	South Carolina
Riggin, Helen	Willis Wharf	Northampton
Righter, Bertha	Newport News	Warwick
Rives, Lois	Newport News	Warwick
Roadcap, Rucille	Clifton Forge	Alleghany
Roberts, Ruth	Oak Grove	Westmoreland
Rollings, Clarice	Suffolk	Nansemond
Rollings, Vivian	Suffolk	Nansemond
Rose, Marie	Stony Creek	Sussex
Rosenblatt, Anna	Portsmouth	Norfolk
Rosenblatt, Frances	Portsmouth	Norfolk

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Rowe, Julia Mason	Fredericksburg	Spotsylvania
Ruff, John	Murat	Rockbridge
Ruff, Virginia	Bedford	Bedford
Russell, Blanche	Fredericksburg	Spotsylvania
Sale, Gladys	Norfolk	Norfolk
Scholl, Alzada	Norfolk	Norfolk
Scott, Alice Mitchell	Fredericksburg	Spotsylvania
Scott, Fanny	Fredericksburg	Spotsylvania
Sear, Naomi	Hampton	Elizabeth City
Segar, Anne	Hampton	Elizabeth City
Shank, Elizabeth	Richmond	Henrico
Sheffield, Violette	Midlothian	Chesterfield
Shepherd, Elizabeth	Hampton	Elizabeth City
Sieg, Josephine	Frederick Hall	Louisa
Sisson, Leavelle	Winston-Salem	North Carolina
Sizer, Kathleen	Hewlett	Hanover
Smith, Dorothy	Blantons	Caroline
Smith, Lelia Bell	Newington	Fairfax
Snow, Bobbie	Remo	Northumberland
Snyder, Mary	Kinsale	Westmoreland
Spillman, Mary Alice	Index	Westmoreland
Spilman, Mary Lee	Culpeper	Culpeper
Squire, Jessie	Hampton	Elizabeth City
Stephenson, Marietta	Norfolk	Norfolk
Stephenson, Wortley	Suffolk	Nansemond
Steuart, Virginia Louise	Relay	Maryland
Stewart, Mildred	Portsmouth	Norfolk
Stone, Alice	Richmond	Henrico
Stoneham, Helen	Molusk	Lancaster
Stoner, Mrs. D. L.	Marye	Spotsylvania
Stotz, Annie	South Norfolk	Norfolk
Straughan, Mary Lee	Warsaw	Richmond
Stringfield, Annis	Dendron	Surry
Strobel, Constance	Chancellor	Spotsylvania
Stump, Gertrude	Portsmouth	Norfolk
Sutton, Margaret	Graham	Tazewell
Taliaferro, Nettie	Milford	Caroline
Talley, Ella	Beaverdam	Hanover
Tankard, Anne	Nassawaddox	Northampton
Tanner, Elizabeth	Smilax	Mecklenburg
Tarpley, Pauline	Spartansburg	South Carolina
Taylor, Elise	Onancock	Accomac
Taylor, Elizabeth Lee	Emporia	Greensville
Terry, Harriet	Doswell	Hanover
Thomas, Ethalia	Mullins	South Carolina
Thomas, Hallie	Johnson Springs	Goochland
Thomas, Jesse Lee	Cheriton	Northampton
Thomas, Marion	Bluefield	West Virginia
Thomas, Missouri	Melfa	Accomac
Thompson, Mabel	Ashland	Hanover
Thorne, Jane	Lois	Fauquier
Throckmorton, Josephine	Rapidan	Culpeper
Tiller, Dorothy	Richmond	Henrico
Towles, Mabel	Merry Point	Lancaster

<i>Student</i>	<i>Post Office</i>	<i>County or State</i>
Treacle, Mary	Staunton	Augusta
Tremain, Sybil	Wilmington	North Carolina
Trolland, Julia	Fredericksburg	Spotsylvania
Trotter, Agnes	Lawrenceville	Brunswick
Tuck, Clara	Virgilina	Halifax
VanDenburg, Helen	Fredericksburg	Spotsylvania
Vaughan, Molly	Newport News	Warwick
Walcott, Emily	West Point	King William
Walder, Lucille	Norfolk	Norfolk
Walker, Frances	Batna	Culpepper
Walker, Sallie	Oldhams	Westmoreland
Ware, Juliet	Dunnsville	Essex
Warner, Virgie	Hamilton	Loudoun
Warren, Kathryn	Painter	Accomac
Watson, Emma	Danville	Pittsylvania
Webb, Florence	Midland	Fauquier
Webb, Mrs. Margaret C.	Bowling Green	Caroline
Weger, Kate	Newport News	Warwick
Wells, Cora	Carson	Dinwiddie
Wescott, Marguerite	Nassawaddox	Northampton
West, Olive	Waverly	Sussex
Weston, Iva	Messick	York
White, Emma G.	Fredericksburg	Spotsylvania
Whitehead, Katie	Norfolk	Norfolk
Whitehead, Jane	Lynchburg	Campbell
Wiley, Dorothy	Alexandria	Arlington
Williams, Gladys	Newport News	Warwick
Williams, Virginia	Fredericksburg	Spotsylvania
Williamson, Margaret E.	Ocean View	Norfolk
Willis, Annie Belle	Richmond	Henrico
Wilkins, Claudia	Maple Grove	Westmoreland
Wilkinson, Dorothy	Lynchburg	Campbell
Wiltshire, Ethel	Vontay	Hanover
Wine, Nelle	Waynesboro	Augusta
Wingfield, Rachael	Newport News	Warwick
Winn, Bettie	Fredericksburg	Spotsylvania
Winstead, Carrie	Callao	Northumberland
Wirth, Faith C.	Cradock	Norfolk
Wood, Bernice	Oxford	North Carolina
Wood, Minnie	Fentress	Norfolk
Woolard, Barbara	Emmertown	Richmond
Wornom, Diana	Poquoson	York
Worrock, Helen	Phoebeus	Elizabeth City
Wray, Marguerite	Hampton	Elizabeth City
Wright, Virginia	Hampton	Elizabeth City
Yaffe, Sare	Portsmouth	Norfolk
Yagel, Florence	Belmont	Spotsylvania
Yeatman, Margaret	Warsaw	Richmond
Young, Mary S.	Warfield	Brunswick

EXTENSION CLASS STUDENTS

Courtney, Elizabeth	Hawkins, E. Blanche
Euliss, Mrs. Emma O.	Rawlings, Mrs. J. R.
Foster, Aline	Smither, Frances
Gouldman, L. Mac	Strickler, Mrs. V. O.
	Watkins, Mary Bailey

SUMMARY OF STUDENTS

College Students—Session 1925-26.....	473
Students—Summer Quarter, 1925.....	407
Junior High School Students, 1925-26.....	48
Elementary Training School (College Campus).....	106
Elementary Training School (Lee Hill).....	65
Elementary Training School (Falmouth).....	107
Extension Course Class, 1925-26.....	9
Total receiving instruction through the College.....	1,215

NOTE: An alumnae record is kept as a permanent mailing list and our students and alumnae are especially requested to notify us of any change in name or address.

Application for Admission

Winter School

STATE TEACHERS COLLEGE

FREDERICKSBURG, VA.

1. The applicant for admission will please fill out this blank in her own handwriting, and forward it to the President of the College as early as practicable. Check or money order for \$5.00, the required advance room reservation fee, must accompany this blank.

2. Mail this blank and check to A. B. CHANDLER, JR., President,
Fredericksburg, Va.

Date.....192...

1. Name..... 2. Age.....
3. Postoffice..... 4. County.....
5. Name of parent or guardian.....
6. (a) What school did you last attend?.....
 (b) When did (will) you graduate?.....
7. Name and address of principal.....
8. Do you hold a teacher's certificate?..... 9. Its grade?.....
10. Have you taught?..... 11. How long?.....
12. Check parts of following completed: First Yr. Prof., 1st qr., 2nd qr., 3rd qr.;
 Second Yr. Prof., 1st qr., 2nd qr., 3rd qr. When and where completed?
.....
13. Is your health good?.....
14. Do you wish a room reserved for you in one of the dormitories?.....
15. Do you wish a State Scholarship entitling you to free tuition?.....
16. If so, do you promise to teach for two years in the public schools of Virginia?..... Free tuition is given to those who have taught or promise to teach in the Public Schools of Virginia, provided they are recommended as to character and seriousness of purpose by the Division Superintendent.
17. Please underline below the work in which you are especially interested: Primary grades; grammar grades; high school grades; home economics; business subjects; music; fine and industrial arts; physical education and playground; academic subjects.
18. Do you now contemplate a two-year diploma course, or a four-year B. S. Degree Course in your chosen field? Underline.
 If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following:

I hereby recommend.....
for appointment as a State scholarship student at the State Teachers College,
Fredericksburg, Va.

(Signed).....
Superintendent of Schools.

NOTE: Superintendent's signature is not required if the student has attended this College previously.





CAMPUS VIEW, STATE TEACHERS COLLEGE, FREDERICKSBURG, VA.

